



Central Elementary School

295 North San Gorgonio Ave. • Banning CA, 92220 • (951) 922-0264 • Grades K-5

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

Banning Unified School District

161 W. Williams Street

Banning CA, 92220

(951) 922-0201

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Leslie Sattler

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Supervisor, Fiscal Services

School Description

Principal's Message

Central Elementary is a Dual Immersion School, with the 90/10 model. We strive to promote an environment where children are encouraged to work to their full potential as they experience diverse and challenging intellectual opportunities. During their years with us at Central, we hope to foster their sense of responsibility, their love of learning and their sense of community. In our classrooms and on our campus, we work daily to encourage positive behavior and interaction that is safe and respectful. This year we have approximately 800 students in 30 classrooms. Our halls and classrooms are filled with writing projects and rich samples of student work. Our goal here at Central is to make sure all students become critical thinkers and reach their full potential. At Central the faculty, students and parents work together in order to provide a caring environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. Student success is recognized and celebrated. We have ROCK assemblies every trimester and monthly Perfect Attendance awards, and student of the month luncheons are among the many ways that achievements - hard work, effort and improvement - are recognized. The teachers challenge their students to be problem solvers and critical thinkers by providing interesting, creative and challenging technology infused lessons that emphasize high standards for all. Parent volunteers assist teachers in classrooms, the computer lab, the library, and on field trips. Having active parent participation throughout the grades helps to reinforce to the children that parents are our most important partners in education. Thank you for your continued support and entrusting your wonderful children to us.

We are continuing to embrace common core standards, we are in our third year implementing the AVID systems. Our focus this year is organization, students are experiencing managing an AVID binder, and also taking two and three column notes. We are also a PBIS school, our students are focused on being Always Prepared, Very Respectful, Intentionally Safe, and Determined and Responsible. Our school is in partnership with Confucius Institute at San Diego State University, to promote an enrichment program, for all of our students to learn Mandarin and Chinese Culture. We are very proud and excited about the wonderful opportunities happening at Central.

Vision Statement

Central Elementary School will be recognized as a place of learning where cultural diversity is valued and the learning needs and interests of its multi-ethnic population are met. Central School will build a supportive partnership with parents and community to ensure that basic needs are met. Central School will build a supportive partnership with parents and the community to ensure that basic needs are being met in a safe environment.

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	139
Grade 1	139
Grade 2	132
Grade 3	92
Grade 4	100
Grade 5	107
Total Enrollment	709

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	1.3
Asian	3.7
Filipino	0.1
Hispanic or Latino	79
White	8
Two or More Races	1.7
Socioeconomically Disadvantaged	90.6
English Learners	31.9
Students with Disabilities	8.2
Foster Youth	0.1
Homeless	3.4

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 Central Elementary	17-18	18-19	19-20
With Full Credential	34	34.25	32
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Banning Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	200
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Central 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)

Instructional Materials (School Year 2018-2019)

Banning Unified School District held a Public Hearing on September 27, 2019, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill- Wonders/ Maravillas - 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math - 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin - 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly -2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Too Good For Drugs - 2000 The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Central Elementary School provides a safe, clean environment for students, staff, and volunteers. Built-in 1927, Central Elementary School is situated on six acres. The school buildings span 41,329 square feet, consisting of 21 permanent classrooms, 13 relocatable classrooms, a library, a computer lab, a multipurpose room, a conference room, and two storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Central Elementary School has two full-time custodians on duty. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	STAFF LOUNGE: WATER STAINED CEILING TILES.

		ROOM 5: CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. ROOM 1: FLOOR TILE CRACKED AT RESTROOM ENTRY. ROOM 2: CEILING TILES ARE CRACKED. ROOM E: WATER STAINED CEILING TILES. ROOM F: WATER STAINED CEILING TILES. ROOM H: CARPET HAS WAVES AND WORN. ROOM B: WATER STAINED CEILING TILES. ROOM 24: HOLE IN CEILING TILES.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 4: INTERNET BOX IS LOOSE ON WALL. ROOM B: LIGHT DIFFUSER IS MISSING. ROOM I: OUTLET COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	MPR: PAINT PEELING ON HALLWAY WALL. ROOM 10: PAINT IS CHIPPING ON EAVE. ROOM 11: PAINT IS CHIPPING ON EAVE. ROOM 12: PAINT IS CHIPPING ON EAVE. ROOM 13: PAINT IS CHIPPING ON EAVE. ROOM 17 LIBRARY: PAINT IS CHIPPING ON EAVE. ROOM 16: PAINT IS CHIPPING ON EAVE. GIRLS RESTROOM: PAINT IS CHIPPING ON EAVE. ROOM 15: PAINT IS CHIPPING ON EAVE. ROOM 14: PAINT IS CHIPPING ON EAVE. ROOM 19 COMPUTER LAB: PAINT IS CHIPPING ON EAVE. ROOM 20: PAINT IS CHIPPING ON EAVE. ROOM 21: PAINT IS CHIPPING ON EAVE. ROOM 22: PAINT IS CHIPPING ON EAVE. ROOM 23: PAINT IS CHIPPING ON EAVE. ROOM 24: PAINT IS CHIPPING ON EAVE.
Structural: Structural Damage, Roofs	Fair	ROOM 10: DRY ROT ON EAVE. ROOM 11: DRY ROT ON EAVE. ROOM 12: DRY ROT ON EAVE. ROOM 13: DRY ROT ON EAVE. ROOM 17 LIBRARY: DRY ROT ON EAVE. ROOM 16: DRY ROT ON EAVE. GIRLS RESTROOM: DRY ROT ON EAVE. ROOM 15: DRY ROT ON EAVE. ROOM 14: DRY ROT ON EAVE. ROOM 19 COMPUTER LAB: DRY ROT ON EAVE. ROOM 20: DRY ROT ON EAVE. ROOM 21: DRY ROT ON EAVE. ROOM 22: DRY ROT ON EAVE. ROOM 23: DRY ROT ON EAVE. ROOM 24: DRY ROT ON EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM D: TRIP HAZARD AT RAMP ENTRY. ROOM 25 TRIP HAZARD AT RAMP ENTRY.
Overall Rating	Good	

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	36	41	26	25	50	50
Math	30	37	15	15	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	30.5	18.1	16.2

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	290	290	100.00	40.69
Male	153	153	100.00	36.60
Female	137	137	100.00	45.26
Black or African American	17	17	100.00	35.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	233	233	100.00	39.48
White	18	18	100.00	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	267	267	100.00	38.20
English Learners	128	128	100.00	30.47
Students with Disabilities	28	28	100.00	7.14
Homeless	--	--	--	--

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	291	291	100.00	37.46
Male	154	154	100.00	37.01
Female	137	137	100.00	37.96
Black or African American	17	17	100.00	5.88
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	234	234	100.00	38.03
White	18	18	100.00	61.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	268	268	100.00	36.19
English Learners	128	128	100.00	30.47
Students with Disabilities	28	28	100.00	7.14
Homeless	--	--	--	--

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)

Parents and the community are very supportive of the educational program at Central Elementary School. Parents are encouraged to attend Back to School Night, Open House, Parent/Teacher Conferences, and several student events and activities. Through out the year, we have family math and reading nights. We have nutrition classes for parents. We have tacita de cafe for our dual immersion parents, and coffee sessions with our English parents. We at Central truly embrace our parents and community. We also have a parent liaison that works with parents and the school staff to enhance communication between parents and the school site. Also three times a year have English Language Advisory Committee meetings (ELAC).

Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Booster Club
- Sun Lakes Garden Club
- Sandals Church
- San Gorgonio Republican Women's Federation
- Sunrise Church
- Over 50 Parent Volunteers are cleared and help out in various capacities

* Banning Village Market

* Grandma's Restaurant

* Help INC

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

Safety of students and staff is a primary concern of Central Elementary School and the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests.

Parents and visitors are welcomed and required to check in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called LobbyGuard. Visitors are required to return to the school office upon departure to return their badge. During lunch, before, and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: 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. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The plan is annually reviewed and recommendations and suggestions for update are made. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.1	6.0
Expulsions Rate	0.0	0.1	0.0

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*	709.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

* 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	23	1	6		23		6		23		6	
1	21	1	4		24		6		23		6	
2	22	2	3		21	2	3		22	1	5	
3	22	2	3		22	3	2		18	5		
4	26		5		24	2	3		23		4	
5	26		5		26	1	4		23		5	
Other**												

*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	5	5	5

Staff development within the district addresses the individual needs of teachers and broader school concerns through cooperative in-service programs. Every elementary school in the district has an early release every Wednesday for Professional Learning Communities (PLC) and Professional Development. A group of teachers are sent to the AVID Summer Institute until all teachers are trained. Dual Immersion Teachers are sent to conferences every year. Teachers attend County offered training and programs held at RCOE. Teachers also received training in Accelerated reader, Istation, and IReady. Professional development has focused on Mathematics instruction. Teachers attend Professional Development Refreshers monthly in the areas of PBIS, Multitiered system, and Avid.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,412	\$46,208
Mid-Range Teacher Salary	\$78,313	\$72,218
Highest Teacher Salary	\$100,417	\$92,742
Average Principal Salary (ES)	\$121,799	\$134,864
Average Principal Salary (MS)	\$128,693	\$118,220
Average Principal Salary (HS)	\$140,183	\$127,356
Superintendent Salary	\$234,271	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
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	\$5027.31	\$358.79	\$4668.52	\$76,675
District	N/A	N/A	\$9727.38	\$74,832.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-70.3	-3.6
School Site/ State	-41.7	7.1

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

Alternative Supports were offered to Central students. In addition, an intervention teacher is available for struggling students.

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.