

Cuyama Elementary School

2300 Highway 166 • New Cuyama, CA 93254 • (661) 766-2642 • Grades K-8

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http://cuyamaunified.org/elementary_school.aspx

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



Cuyama Joint Unified School District

2300 Highway 166
New Cuyama, CA 93254
(661) 766-2482
www.cuyamaunified.org

District Governing Board

Mrs. Trudi Callaway, President

Mr. Juan Gonzalez, Clerk

Mr. Jose Valenzuela

Mr. Michael Mann

Ms. Tamra Cloud

District Administration

Dr. F. Paul Chounet
Superintendent

Mrs. Christine Rahe
Chief Business Officer

Mrs. Whitney Goller
Administrative Assistant

School Description

Cuyama Elementary is a rural school serving students from a forty mile radius, covering three counties. It is located in the scenic Cuyama Valley, educating kindergarten through eighth grade students taught by nine highly qualified teachers, one intervention teacher, and one special education teacher. Four instructional assistants work closely with teachers to address student needs.

Cuyama Elementary School is dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility. Cuyama has the following expectations consistently reinforced in all classrooms and areas of the school: Be Responsible, Excel Together, Actively Participate, Respect All, and Safety First.

Our staff is continually looking to meet the needs of our students, forty-six percent of whom are English Learners, and eighty-two percent who are socioeconomically disadvantaged. Meeting those particular students' needs have been a focus of staff professional development. One of Cuyama Elementary's greatest strengths is the small class sizes. Students are respected learners at our school and develop personal connections with staff.

Family involvement is increasing at Cuyama Elementary. Many parents are active members in School Site Council, the English Learners Advisory Committee, and the Parent's Club. There is a high participation rate in parent-teacher conferences and campus events. We are continually seeking avenues to encourage more family support.

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	22
Grade 1	15
Grade 2	21
Grade 3	17
Grade 4	21
Grade 5	17
Grade 6	12
Grade 7	20
Grade 8	19
Total Enrollment	164

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.2
Filipino	0
Hispanic or Latino	80.5
Native Hawaiian or Pacific Islander	0
White	17.7
Two or More Races	0.6
Socioeconomically Disadvantaged	82.3
English Learners	53.7
Students with Disabilities	12.2
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			
Cuyama Elementary School	14-15	15-16	16-17
With Full Credential	10	10	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Cuyama Joint Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cuyama 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	100.0	0.0
Districtwide		
All Schools	82.1	17.9
High-Poverty Schools	82.1	17.9
Low-Poverty Schools	0.0	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)

We chose our textbooks from lists that have already been approved by state education officials. For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>6-8 Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015</p> <p>K-5 California Journeys 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>6-8: McGraw Hill, California Math Adopted 2015</p> <p>K-5: McGraw Hill, My Math Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>McGraw Hill Science Adopted in 2002</p> <p>Prentice Hall Science Explorer Adopted in 2002</p> <p>Glencoe Science Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Prentice Hall Social Studies Adopted in 2006</p> <p>Scott Foresman Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Cuyama Elementary School is situated on 20 acres, and includes a large grassy playground and fifteen regular classrooms. A new science lab was completed and the school received a new roof and paint in 2003. Additionally, new doors were installed to meet handicapped regulations, and the fire alarm system has been upgraded. New playground equipment was installed for the upper grades in the spring of 2002 and new playground equipment was installed for the primary grades in the summer of 2013. There is a Head Start Pre-School program housed on campus. There is space for baseball, soccer, football, and track activities, as well as a cafeteria/auditorium for performance events.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 89 and 100 percent on the 15 categories of our evaluation, with an overall percentage of 97.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: September 2016					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				No apparent problems
Interior: Interior Surfaces	X				Some patchwork in hall of kindergarten room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				Termite infestation/damage in rooms 11, 12, 13 and 14.
Electrical: Electrical	X				No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Boys and girls restrooms need ceiling patch work.
Safety: Fire Safety, Hazardous Materials	X				No apparent problems
Structural: Structural Damage, Roofs	X				No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Need gopher control.
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

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	19	23	26	23	44	48
Math	13	9	12	10	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	20	20	31	28	18	27	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	23.5	29.4	17.6
7	25	25	10

* 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	35	35	100.0	31.4
Male	23	23	100.0	34.8
Female	12	12	100.0	25.0
Hispanic or Latino	26	26	100.0	30.8
Socioeconomically Disadvantaged	31	31	100.0	35.5

* 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	18	18	100.0	11.1
	4	22	21	95.5	42.9
	5	17	17	100.0	23.5
	6	12	12	100.0	16.7
	7	20	20	100.0	20.0
	8	18	18	100.0	16.7
Male	3	--	--	--	--
	4	14	13	92.9	46.1
	5	11	11	100.0	18.2
	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	8.3
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	14	14	100.0	7.1
	4	17	16	94.1	31.3
	5	13	13	100.0	23.1
	6	--	--	--	--
	7	18	18	100.0	16.7
	8	13	13	100.0	7.7
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	15	15	100.0	
	4	19	18	94.7	33.3
	5	14	14	100.0	21.4
	6	--	--	--	--
	7	19	19	100.0	21.1
	8	17	17	100.0	17.6

**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
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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	18	18	100.0	
	4	22	22	100.0	18.2
	5	17	17	100.0	5.9
	6	12	12	100.0	8.3
	7	20	20	100.0	10.0
	8	18	18	100.0	11.1
Male	3	--	--	--	--
	4	14	14	100.0	21.4
	5	11	11	100.0	9.1
	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	8.3
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	14	14	100.0	
	4	17	17	100.0	17.6
	5	13	13	100.0	7.7
	6	--	--	--	--
	7	18	18	100.0	11.1
	8	13	13	100.0	7.7
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	15	15	100.0	
	4	19	19	100.0	15.8
	5	14	14	100.0	7.1
	6	--	--	--	--
	7	19	19	100.0	10.5
	8	17	17	100.0	11.8

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
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 have several excellent opportunities to participate in their student's education. Formal parent-teacher conferences are held annually, with informal conferences held as student needs arise. Parents may join the School Site Council (SSC), and the English Language Advisory Committee (ELAC). All parents are welcome at the six yearly meetings, and may contact the school office for dates. Cuyama Elementary School has an active Parent's Club which meets the last Wednesday of each month. In the 2015-2016 school year, Spanish speaking parents were invited to an English Learner Parent Night devoted to learning about the CELDT and social-emotional learning for their child. Parents are encouraged to be active participants in their child's education.

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

A Site Emergency Plan (Revised May, 2011) is on file, and drills for earthquake and fire are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the playground.

The safety of students and staff is the primary concern of Cuyama Elementary. The school is aware of and complies with laws and regulation regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	5.3	4.1	2.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.3	5.7	4.4
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 5	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.1
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist	.5
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	22	18	21		1		1		1			
1	16	20	14	1	1	1						
2	24	15	21		1		1		1			
3	19	21	17	1		1		1				
4	11	17	20	1	1	1						
5	24	11	17		1	1	1					
6	17	21	12	1		1		1				

Professional Development provided for Teachers

During the 2013-2014 school year, teachers received training in Effective Instructional Practices with READ 180; Approaching the Common Core: Setting the Foundation for Literacy; English 3D Professional Learning; Designing and Implementing an Exemplary Transitional Kindergarten Program; Foundational Skills and Formative Assessment; Systematic ELD; using strategies for structured participation and use of technology; foundational skills, formative assessment, and academic registers; and using ADEPT to interpret results, monitor student progress and placement.

During the 2014-2016 school years, teachers are receiving Professional Development in Integrated and Designated ELD; English Language Arts (ELA)/ELD Framework; Progressions for Common Core Mathematics; Effective Instructional Practices; and Academic and Behavior Support Systems, Multi-tier System of Supports, Universal Screening and Progress Monitoring. During the 2015-2016 school year, teachers received training on Integrated and Designated ELD; Effective Instructional Practices, especially in the areas of ELA and Mathematics, and student collaboration. Student data, in particular CELDT test results, and Smarter Balanced results drove the type of training teachers received. In addition, teacher feedback was included in planning for professional development. Professional development was delivered in a variety of methods, including pre-service days, conferences, and grade level mentoring.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,068	\$40,430
Mid-Range Teacher Salary	\$62,750	\$58,909
Highest Teacher Salary	\$76,526	\$77,358
Average Principal Salary (ES)		\$94,634
Average Principal Salary (MS)		\$97,839
Average Principal Salary (HS)		\$100,453
Superintendent Salary	\$114,200	\$123,728
Percent of District Budget		
Teacher Salaries	32%	32%
Administrative Salaries	4%	6%

* 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	\$11,861	\$2,106	\$9,755	\$57,343
District	◆	◆	\$11,615	\$59,353
State	◆	◆	\$5,677	\$60,705
Percent Difference: School Site/District			-16.0	-3.4
Percent Difference: School Site/ State			71.8	-5.5

* Cells with ◆ do not require data.

Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- Title 3 (limited English proficient students)
- National School Lunch program
- Economic Impact Aid (EIA)
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- After School Education and Safety Grant (ASES)

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.