Lydia Romero-Cruz Elementary School

1512 West Santa Ana Blvd. • Santa Ana, CA 92703-3603 • (714) 564-8000 • Grades 4-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

School Description

Lydia Romero-Cruz Elementary School (Romero-Cruz) is located at 1512 West Santa Ana Boulevard between Pacific Avenue and Forest Street in Santa Ana California. Romero-Cruz serves students in grades 4 and 5 mostly serving those from George Washington Carver Elementary School (Pre-K – 3) located at the corner of West Santa Ana Boulevard and North Pacific Avenue. Current enrollment is 283 with a student population comprised of 99 percent Hispanic/Latino, 97.5 percent socio-economically disadvantaged, and 59 percent English Learners.

Schoolwide Goals

Goal 1: Romero-Cruz students will experience success bridging into Intermediate School and beyond.
Goal 2: Romero-Cruz students will meet grade-level content and linguistic demands.
Goal 3: Romero-Cruz school community will continue to build a culture of high expectations, collaboration, and success for all students.

School Mission

Romero-Cruz Elementary school is committed to providing personalized learning and socio-emotional services to all students in order to meet their individual needs and reach their academic goals. Teachers, parents, and staff engage in the decision-making process to ensure access to a variety of standards- based, research-based resources and real-world experiences to assist students in developing 21st Century skills. It is our belief that all students can learn and experience success in college or a career of their choice when they are provided with the appropriate tools, strategies and supports.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career

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 Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0.4
Hispanic or Latino	99.6
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	97.9
English Learners	59
Students with Disabilities	9.5
Foster Youth	0

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	157
Grade 5	126
Total Enrollment	283

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			
Lydia Romero-Cruz Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	10	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Lydia Romero-Cruz 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	99.3	0.7
High-Poverty Schools	99.2	0.8
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)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 11, 2016, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials		
Year and month in which data were collected: October 11, 2016		
Year Adopted	**Elementary School Textbook Publisher**	**Grades**
Mathematics		
2008	Saxon Publishers *Saxon Math*	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/3/2016				
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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/3/2016				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
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

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	22	22	27	31	44	48
Math	17	18	22	25	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	28	21	44	40	41	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	15.4	22	10.6

* 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	123	123	100.0	21.1
Male	55	55	100.0	25.5
Female	68	68	100.0	17.7
Hispanic or Latino	122	122	100.0	21.3
Socioeconomically Disadvantaged	120	120	100.0	20.0
English Learners	63	63	100.0	9.5

* 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	4	155	150	96.8	17.4
	5	123	120	97.6	26.7
Male	4	81	77	95.1	11.7
	5	55	54	98.2	22.2
Female	4	74	73	98.7	23.6
	5	68	66	97.1	30.3
Hispanic or Latino	4	155	150	96.8	17.4
	5	122	119	97.5	26.9
Socioeconomically Disadvantaged	4	151	146	96.7	17.9
	5	120	117	97.5	26.5
English Learners	4	80	75	93.8	2.7
	5	63	60	95.2	5.0
Students with Disabilities	4	16	16	100.0	

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	4	155	152	98.1	20.4
	5	123	123	100.0	14.6
Male	4	81	79	97.5	17.7
	5	55	55	100.0	12.7

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
Female	4	74	73	98.7	23.3
	5	68	68	100.0	16.2
Hispanic or Latino	4	155	152	98.1	20.4
	5	122	122	100.0	14.8
Socioeconomically Disadvantaged	4	151	148	98.0	20.3
	5	120	120	100.0	14.2
English Learners	4	80	77	96.3	5.2
	5	63	63	100.0	
Students with Disabilities	4	16	16	100.0	

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 are highly encouraged to participate in Romero-Cruz Elementary School's community by volunteering their time, attending informational meetings and school events, and sharing in the decision-making process. The school welcomes parent assistance in the classroom, the library/media center, and at special events and field trips. Romero-Cruz provides multiple opportunities for parent/staff interaction and collaboration in support of students' academic efforts and success. Involvement opportunities include:
• Back to School Night
• Open House
• Teacher/Parent Conferences
• Student Performances
• Fundraisers
• Student Projects and Presentations
• Fifth Grade Promotion Activities
• Student Recognition and Trimester Awards Assemblies
• Monthly General Parent Meetings and LCAP Stakeholder Engagement Meetings
• English Language Advisory Council (ELAC), School Site Council (SSC), and Parent Teacher Organization (PTO) Meetings
• Parent Workshops, ESL and Technology Classes

Parents receive information and updates on the academic progress of their child through:
• Student Agenda
• Progress Reports
• Trimester Report Cards
• State Standardized Assessments Student Reports
• District Benchmark Student Reports
• Individual Parent Conferences, Phone Calls, Electronic Messages
• SST and Board of Review Meetings

Parents are kept current and regularly informed on school programs, beyond the bell student interventions and enrichment opportunities, school/class activities and events, special announcements, policy changes, and curriculum updates. School-to-home communication is provided in both, English and Spanish in the following formats:

- Parentlink
- School Mobile App
- School/Teacher Web Pages
- Public Service Channel 31
- School/Class Newsletters

- Monthly Calendar of Events
- Flyers
- Letters
- School Marquee/Banners
- Parent/Community Meetings

Parents seeking more information on becoming active members in the school community may contact the school administration office at (714) 564-8000.

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 Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.4	1.5	1.4
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
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	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

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)	.72
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist	0
Other	0
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.

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
4	32	30	30				2	4	4	2		
5	26	27	27	1			4	5	5			
Other		5	5		1	1						

Professional Development provided for Teachers

All curriculum and instructional improvement activities promoted by the Santa Ana Unified School District are aligned to the new Common Core State Standards. Areas of focus for professional development are selected and identified based upon student achievement outcomes, teacher input, newly adopted state standards, and school community stakeholder surveys.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Teacher Induction & Professional Support Program (TIPS) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on www.sausdtips.org.

Veteran and new teachers may participate in the Peer Assistance Review (PAR) program. Through this program, District's experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need support in the following areas: instruction and instructional practices, classroom management, student assessment and data-driven instructional planning, and any other areas/components in the California Standards for the Teaching Profession (CSTPs).

Additionally, the Santa Ana Unified School District offers multiple trainings and professional learning opportunities throughout the year to support the implementation of current/ongoing and new programs and initiatives. Professional development is scheduled before and after school hours, on Saturdays, and during the summer. All teachers and instructional staff are encouraged to attend workshops and conferences and to participate in online courses and professional learning opportunities available through the District.

In 2015-16, Romero-Cruz focused on the following areas for professional development:
- Focus on Writing and ELD (Orange County Department of Education)
- Backwards Planning (Content)
- Technology-Infused Curriculum and Effective Classroom Practices
- Teacher/Student Use of Digital Library (MyON) and Other Digital Resources Training
- Making Meaning through Writing
- Small Group/Targeted Instruction (flexible groupings)
- Data Conversations (individual teachers)

In 2014-15, Romero-Cruz provided two and one half days of professional development and ongoing support in the following areas:
- New California English Language Development (ELD) Standards
- California ELA/ELD Framework
- Educational Technology and Curriculum Integration
- Positive Behaviors and Intervention Supports (PBIS)
- CCSS, ELA - Text Structure
- CCSS, Mathematics – Grade 5 Curriculum and Instructional Practices

In 2013-14, Romero-Cruz sponsored two and one half days of professional development on the following topics/curricular areas:
- Collaborative Conversations
- Positive Behavior and Intervention Supports (PBIS)
- New State Standards (ELA and Mathematics)

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$51,618	$45,092
Mid-Range Teacher Salary	$77,227	$71,627
Highest Teacher Salary	$100,016	$93,288
Average Principal Salary (ES)	$123,500	$115,631
Average Principal Salary (MS)	$125,613	$120,915
Average Principal Salary (HS)	$139,614	$132,029
Superintendent Salary	$313,500	$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	4%	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	$7,274	$1,164	$6,109	$93,217
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			78.5	12.4
Percent Difference: School Site/ State			7.6	22.9

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Gear Up IV (RSCC Fiscal Agent)
- Irvine Mathematics Project – IMP
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

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.