Heroes Elementary School

1111 Civic Center Dr. • Santa Ana, CA 92703 • (714) 568-9600 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Ana Unified School District
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School Description

Heroes Elementary School is located on West Civic Center Drive across from the Santa Ana Police Station, in the Washington Square Neighborhood Association of Santa Ana.

Heroes Elementary School is in a collaborative partnership with students, parents and the community in order to provide a safe, positive educational environment that prepares students for college and careers in the 21st century.

The school consists of an administration building that includes a multipurpose room, cafeteria, library, nurses office, lounge and workroom. The second two-story building houses all classrooms from preschool to fifth grade. The school opened its doors on August 28, 2008 welcoming students from kindergarten to fifth grade. In the 2015-16 school year, Heroes had 605 students attending.

Heroes Elementary School is named for the men and women in uniform who risk their lives for others in the course of upholding our nation's laws and in responding to local, state and national emergencies. Heroes Elementary School is one of 10 California High Performance Demonstration Model Schools (CHPS). The school has been lauded for its green, healthy-design qualities such as recycled building materials, low-emission paints, carpets, and other high performance features offering enhanced learning environments for children. CHPS designs are known for best practices and standards in construction.

School Vision:

Heroes Elementary School is in a collaborative partnership with students, parents and the community in order to provide a safe, positive educational environment that prepares students for college and careers in the 21st century.

School Mission:

The Heroes Elementary community utilizes high expectations and positive innovative strategies that engage, inspire, and challenge students to be independent, productive citizens. All students use technology, collaboration and critical thinking in order to be successful.

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	1
Asian	0
Filipino	0
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0
White	0.8
Two or More Races	0
Socioeconomically Disadvantaged	98.4
English Learners	67.8
Students with Disabilities	13.6
Foster Youth	0.3

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	99
Grade 1	86
Grade 2	107
Grade 3	118
Grade 4	106
Grade 5	109
Total Enrollment	625

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			
Heroes Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	25	25	22
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			
Heroes 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	1	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.

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	"COMPUTER LAB: Carpet has tears w/o: 262716 RM 119: Carpet has tears w/o: 262716 RM 124: Carpet has tears w/o: 262716 RM 132: Carpet has tears w/o: 262716 RM 138: Carpet has tears w/o: 262716 RM 215: Carpet has tears w/o: 262716 RM 216: Carpet has tears w/o: 262716 RM 217: Carpet has tears w/o: 262716 RM 219: Carpet has tears w/o: 262716 RM 220: Carpet has tears w/o: 262716 RM 221: Carpet has tears w/o: 262716 RM 223: Carpet has tears w/o: 262716 RM 224: Carpet has tears w/o: 262716 RM 225: Carpet has tears w/o: 262716 RM 226: Carpet has tears w/o: 262716 RM 228: Carpet has tears w/o: 262716 RM 229: Carpet has tears w/o: 262716 STAGE STEPS: Carpet has tears w/o: 262716"
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	

Overall Rating	Exemplary	Good	Fair	Poor	
		X			

Table heading: School Facility Good Repair Status (Most Recent Year) — Year and month in which data were collected: 6/27/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	25	18	9	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	12.8	11	7.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	10	16	27	31	44	48
Math	14	15	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.

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	110	108	98.2	9.3
Male	63	61	96.8	13.1
Female	47	47	100.0	4.3
Hispanic or Latino	106	105	99.1	9.5
Socioeconomically Disadvantaged	106	105	99.1	9.5
English Learners	56	56	100.0	1.8
Students with Disabilities	17	17	100.0	5.9

* 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	118	117	99.2	14.5
	4	103	102	99.0	24.5
	5	111	110	99.1	10.9
Male	3	61	61	100.0	14.8
	4	60	59	98.3	18.6
	5	63	62	98.4	9.7
Female	3	57	56	98.3	14.3
	4	43	43	100.0	32.6
	5	48	48	100.0	12.5
Hispanic or Latino	3	116	115	99.1	14.8
	4	102	101	99.0	24.8
	5	107	107	100.0	9.3
Socioeconomically Disadvantaged	3	116	115	99.1	14.8
	4	103	102	99.0	24.5
	5	107	107	100.0	11.2
English Learners	3	73	72	98.6	2.8
	4	57	56	98.3	3.6
	5	56	56	100.0	
Students with Disabilities	3	15	15	100.0	6.7
	4	20	20	100.0	10.0
	5	17	17	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	3	118	117	99.2	17.1
	4	103	102	99.0	21.6
	5	111	110	99.1	5.5
Male	3	61	61	100.0	16.4
	4	60	59	98.3	23.7
	5	63	62	98.4	8.1

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	57	56	98.3	17.9
	4	43	43	100.0	18.6
	5	48	48	100.0	2.1
Hispanic or Latino	3	116	115	99.1	17.4
	4	102	101	99.0	21.8
	5	107	107	100.0	5.6
Socioeconomically Disadvantaged	3	116	115	99.1	17.4
	4	103	102	99.0	21.6
	5	107	107	100.0	5.6
English Learners	3	73	72	98.6	2.8
	4	57	56	98.3	5.4
	5	56	56	100.0	
Students with Disabilities	3	15	15	100.0	6.7
	4	20	20	100.0	5.0
	5	17	17	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 encouraged to get involved in Heroes Elementary School's learning community by volunteering their time, attending school events, reading to their child during Family Fun Reading that is done once a month. Parents are always invited to attend the Parent Meetings and share in the decision-making process during ELAC and SSC meetings. The school welcomes assistance in the classroom, library and/or computer lab, and on special days. Parents are always invited to help chaperone field trips. Heroes Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:
• Back to School Night
• Open House
• Student performances
• Fundraisers
• School-wide Events
• Family Fun Reading Days
• Parent Meetings
• Workshops
• Promotion activities
• Student recognition and awards
• GATE meetings and Showcase
• Raising Highly Capable Kids Parenting Class & Parents on a Mission

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:
- • School Site Council
- • English Language Advisory Council
- • Parent Teacher Association (PTA)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 568-9600.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:
- • Computerized Phone System
- • School website
- • Public Service Channel 31 or 51
- • School and/or Classroom newsletters
- • Pamphlets
- • Booklets
- • Flyers
- • Letters
- • Marquee

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	2.5	0.6	1.2
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	2012-2013	2004-2005
Year in Program Improvement	Year 2	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	.5
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1
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.

	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	30	29	29				4	3	3			
1	31	27	27				4	4	4			
2	29	29	29				4	4	4			
3	30	26	26				4	4	4			
4	28	29	29				4	4	4			
5	32	27	27				2	4	4	2		

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the new Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, and professional development surveys. All staff development activities at Heroes and at the Santa Ana Unified School District are focused on increasing student learning and mastery. Staff training topics at the individual school sites may have included: Common Core units of study, academic language modules, response to intervention, PBIS mathematics, data analysis, grading practices and effective best practices, etc. Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2015-2016 school year, district training opportunities will focus on, but will not be limited to the following:

At the elementary level -
- Common Core and new state standards
- GATE
- Safety
- DIBELS
- MAP Assessment
- English Language Development
- Positive Behavior Intervention Support
- Technology and Innovative Practices
- Data Analysis to improve differentiated Instruction
- Curriculum Mapping
- Writing

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	$5,688	$685	$5,002	$86,045
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			46.1	3.7
Percent Difference: School Site/ State			-11.9	13.5

* 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)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- 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.