Vandalia Elementary School

271 East College Avenue • Porterville, CA 93257 • (559) 782-7260 • Grades K-5
Laura Vera, Principal
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Porterville Unified School District
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District Governing Board

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Pat Contreras

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District Administration

John Snavely, Ed.D.
Superintendent

Ken Gibbs, Ed.D.
Assistant Superintendent
Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent
Instructional Services

Nate Nelson, Ed.D.
Assistant Superintendent
Human Resources

School Description

Principal's Message

It is with great pleasure that we present our 2015 School Accountability Report Card. Vandalia Elementary, home of the Vikings, is a campus where students, staff, and families work together to improve learning for all students.

Vandalia Elementary School is a place where children are at the heart of everything we do. Staff, students, and families are dedicated to providing quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more. The staff focuses their energies on the school's vision and ensuring that our children develop the self-esteem and positive character needed to participate fully in our community of learners.

Our teachers and staff have tremendous passion for the students at Vandalia. That's evident based on the positive relationships that we have established with our community. Parents are our partners. We treasure all the ways families contribute to the success of our students: helping with homework, assisting teachers, working with the PTO and other school committees, communicating with their child's teacher, and sending their children to school prepared and excited to learn!

I am very pleased to serve students, families, and staff. I look forward to continued teamwork with the Vandalia learning community as we strive to increase learning and achievement for all.

School Vision
Learning Now to Lead the Future

School Mission Statement
Vandalia School is proud to be a safe, caring, leaning environment, which has high academic standards and provides support to meet the educational needs of all students. Vandalia students are valued for their gifts and are encouraged to meet their full academic potential. At Vandalia, character does count and students are taught positive traits to ensure that they will become the future pillars of the community.

Community & School Profile
Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Vandalia Elementary School serves students in grades kindergarten through fifth on a traditional calendar schedule. Curriculum is based on California State Common Core Content Standards. During the 2014-15 school year, 621 students were enrolled at the school. Of the students enrolled, 70.0% were Hispanic or Latino and 30.0% were not Hispanic or Latino. In addition, students were reported by their parent/guardians as having the following ethnicity: Hispanic or Latino only (62.8%), White (34.0%), American Indian (18.8%), other Asian (2.4%), Filipino (0.6%), Black or African American (1.8%), Laotian (0.3%), and Guamanian (0.3%). In addition to the general education classes, there are four special education classrooms at Vandalia.

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 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 at (559) 782-7260 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	99
Grade 1	98
Grade 2	97
Grade 3	104
Grade 4	118
Grade 5	109
Total Enrollment	625

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.3
American Indian or Alaska Native	13
Asian	2.6
Filipino	0.3
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0.5
White	12
Two or More Races	0.8
Socioeconomically Disadvantaged	95.8
English Learners	36.5
Students with Disabilities	4.2
Foster Youth	1.3

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			
Vandalia Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	24	21	23
Without Full Credential	2	3	4
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Vandalia Elementary School	**13-14**	**14-15**	**15-16**
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

2014-15 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	91.7	8.3
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
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 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or 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 below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McGraw Hill Math, Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Harcourt California Science Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	Harcourt Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Vandalia Elementary School was originally constructed in 1951 and has since undergone complete modernization. The most recent renovations to the campus included the construction of four new classrooms on the east side of campus and the removal of portable classrooms and restrooms. The school is currently comprised of 41 classrooms (including portables), a library, one computer lab, one educational lab, one staff room, a cafeteria, two playgrounds, the main office, and one reading lab. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/15/2015				
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	R3, R4, RKA, R6, R8, R13, R14, R16, R21, R27, R28 Stained/damaged ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		cracked light lens, R15, R16, R18, R19 data cables need to be secured
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/15/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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**
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	13	29	44
Math	11	19	33

* 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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	13	27	17	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	18.40	20.20	28.90

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	17
Male	21
Female	13
American Indian or Alaska Native	28
Asian	--
Hispanic or Latino	15
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	15
Students Receiving Migrant Education Services	18
Foster Youth	--

* 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.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	98	98.0	60	26	9	4
	4	107	103	96.3	66	19	10	5
	5	117	113	96.6	62	26	8	4
Male	3	100	49	49.0	67	22	8	2
	4	107	56	52.3	70	16	11	4
	5	117	58	49.6	66	26	5	3
Female	3	100	49	49.0	53	29	10	6
	4	107	47	43.9	62	23	9	6
	5	117	55	47.0	58	25	11	4
American Indian or Alaska Native	3	100	11	11.0	45	36	9	9
	4	107	10	9.3	--	--	--	--
	5	117	14	12.0	43	43	7	7
Asian	3	100	2	2.0	--	--	--	--
	4	107	3	2.8	--	--	--	--
	5	117	5	4.3	--	--	--	--
Filipino	3	100	1	1.0	--	--	--	--
Hispanic or Latino	3	100	67	67.0	60	27	7	4
	4	107	76	71.0	67	20	9	4
	5	117	83	70.9	63	27	7	2
Native Hawaiian or Pacific Islander	3	100	1	1.0	--	--	--	--
White	3	100	15	15.0	67	13	20	0
	4	107	12	11.2	58	17	8	17
	5	117	9	7.7	--	--	--	--
Two or More Races	4	107	1	0.9	--	--	--	--
	5	117	1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3	100	96	96.0	61	24	9	4
	4	107	95	88.8	67	21	7	4
	5	117	105	89.7	63	26	7	4
English Learners	3	100	27	27.0	85	15	0	0
	4	107	39	36.4	90	8	3	0
	5	117	35	29.9	74	26	0	0
Students with Disabilities	3	100	8	8.0	--	--	--	--
	4	107	9	8.4	--	--	--	--
	5	117	7	6.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3	100	4	4.0	--	--	--	--
	4	107	14	13.1	64	21	7	7
	5	117	11	9.4	45	45	0	9
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	98	98.0	53	24	21	0
	4	107	103	96.3	56	37	4	1
	5	117	112	95.7	65	28	4	3
Male	3	100	49	49.0	49	35	16	0
	4	107	57	53.3	58	33	4	2
	5	117	57	48.7	65	26	7	2
Female	3	100	49	49.0	57	14	27	0
	4	107	46	43.0	54	41	4	0
	5	117	55	47.0	65	29	0	4
American Indian or Alaska Native	3	100	11	11.0	55	27	18	0
	4	107	10	9.3	--	--	--	--
	5	117	14	12.0	57	36	0	7
Asian	3	100	2	2.0	--	--	--	--
	4	107	3	2.8	--	--	--	--
	5	117	5	4.3	--	--	--	--
Filipino	3	100	1	1.0	--	--	--	--
Hispanic or Latino	3	100	67	67.0	54	24	21	0
	4	107	77	72.0	57	36	3	1
	5	117	82	70.1	68	26	5	0
Native Hawaiian or Pacific Islander	3	100	1	1.0	--	--	--	--
White	3	100	15	15.0	47	27	27	0
	4	107	11	10.3	45	45	9	0
	5	117	9	7.7	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	4	107	1	0.9	--	--	--	--
	5	117	1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3	100	96	96.0	53	25	21	0
	4	107	95	88.8	57	38	2	1
	5	117	104	88.9	68	25	4	2
English Learners	3	100	27	27.0	67	22	11	0
	4	107	40	37.4	70	28	0	0
	5	117	35	29.9	80	17	0	3
Students with Disabilities	3	100	8	8.0	--	--	--	--
	4	107	9	8.4	--	--	--	--
	5	117	7	6.0	--	--	--	--
Students Receiving Migrant Education Services	3	100	4	4.0	--	--	--	--
	4	107	14	13.1	57	36	0	7
	5	117	11	9.4	82	9	9	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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
Parents and the community are very supportive of the educational programs in the Porterville Unified School District. Parents are also encouraged to participate on the School Site Council and English Learner Advisory Committee. Also, parents are encouraged to volunteer at school by attending parent meetings, campus events, or assisting in their child's classroom.

Contributions by the following community partners add to the programs available at Vandalia School: Target, Wal-Mart, and the Tule River Indian Tribal Council.

Contact Information
Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7260. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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 safety of students and staff is a primary concern of Vandalia Elementary School. Staff members supervise students on campus before and after school and during recess; noon duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

The School Site Safety Plan was most recently revised in Fall 2014 by the staff, including campus administration and the school's resource officer . Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year and lockdown drills are held three times a year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	6.48	6.11	2.31
Expulsions Rate	0.25	0.56	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	29	25				3	3	4			
1	30	30	24				4	2	4			
2	25	25	24				4	4	4			
3	30	30	26				3	3	4			
4	31	33	31				3	1	3		2	
5	34	30	30					3	4	3		
6	27	32		1				2		3	1	
Other		20	14		1	1		1	1			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. Teachers also collaborate with their grade level team frequently to build Project-Based learning units, Common Core units and lessons, and to evaluate learning through assessment data. An academic coach meets with teachers, models lessons, and assists teachers with implementing shifts in teaching practices. Staff meetings are also devoted to professional development in the areas of English Language arts and Mathematics teaching and learning methods.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,580	$43,062
Mid-Range Teacher Salary	$65,824	$67,927
Highest Teacher Salary	$85,004	$87,811
Average Principal Salary (ES)	$143,127	$110,136
Average Principal Salary (MS)	$134,920	$115,946
Average Principal Salary (HS)	$142,109	$124,865
Superintendent Salary	$192,148	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,566	$1,026	$4,539	$68,271
District	◆	◆	$6,336	$71,239
State	◆	◆	$5,348	$71,529
Percent Difference: School Site/District			-28.4	-1.4
Percent Difference: School Site/ State			-18.0	-0.8

* Cells with ◆ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology

- Title III, Limited English Proficiency

Title VII — Indian, Native Hawaiian, and Alaska Native Education

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, the county, and the state. 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.