



James A. Whitaker Elementary School

8401 Montana Ave. • Buena Park, CA 90621 • (714) 521-9770 • Grades K-6

Jose Alarcon, Principal
jalarcon@bpsd.k12.ca.us

2016-17 School Accountability Report Card Published During the 2017-18 School Year

Buena Park Elementary School District

6885 Orangethorpe Ave.
Buena Park, CA 90620
(714) 522-8412
<http://www.bpsd.k12.ca.us/>

District Governing Board

Samuel Van Hamblen, President

Irene Castaneda, Clerk
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District Administration

Greg Magnuson
Superintendent
Dr. Ramon Miramontes
Assistant Superintendent,
Educational Services
Richard Holash
Assistant Superintendent,
Administrative Services

School Description

Principal's Message

We invite you to review James A. Whitaker Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

James A. Whitaker Elementary School provides a warm and stimulating environment where students are actively engaged in learning academics, as well as positive values. Students receive a standards-based, challenging curricula from dedicated professional staff based on the individual needs. Curricula, assessment and instruction of students are aligned with the Common Core State Standards. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We are committed to provide the best educational program possible for James A. Whitaker Elementary School's students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, focus and dedication, our students will be challenged to reach their maximum potential.

Mission Statement

We, the members of the James A. Whitaker Elementary School community along with the Buena Park School District community, are dedicated to providing all children with the educational, social, and technological skills needed to successfully experience and contribute to the world around them. We will engage parents and community members as full partners in helping our children develop the ability to work with others, make responsible decisions, and continue to learn and grow throughout their lives. Building on our children's talents, our small, diverse school community will celebrate each child in a safe, healthy, and information-rich environment.

School Profile

James A. Whitaker Elementary School is located in the central region of Buena Park and serves students in transitional kindergarten through grade six following a traditional calendar. At the beginning of the 2016-17 school year, 579 students were enrolled, including 11% in special education, 58% qualifying for English Language Learner support, and 91% qualifying for free or reduced price lunch.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	79
Grade 2	71
Grade 3	79
Grade 4	75
Grade 5	91
Grade 6	76
Total Enrollment	568

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.4
Asian	4.9
Filipino	1.9
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	1.1
White	4.6
Two or More Races	1.1
Socioeconomically Disadvantaged	89.4
English Learners	48.8
Students with Disabilities	6.7
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
James A. Whitaker Elementary School	15-16	16-17	17-18
With Full Credential	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buena Park Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	210
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
James A. Whitaker Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

On Monday, September 25, 2017, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #17-05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2017.

Textbooks and Instructional Materials Year and month in which data were collected: 9/25/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin, English Language Development Program Adopted 2012</p> <p>Houghton Mifflin, Houghton Mifflin English Adopted 2006</p> <p>Houghton Mifflin, California Reading Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Glencoe/McGraw-Hill, Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving Adopted 2009</p> <p>Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Harcourt School Publishers, California Science Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations Adopted 2006</p> <p>Pearson Scott Foresman, Scott Foresman History-Social Science for California Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. James A. Whitaker Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- All instructional classrooms have been modernized with, new carpet, cabinets, windows, walls, ceilings and technology
- Site has received new intrusion alarm systems, camera system, clock system, phone system, intercom system

- Nurse and front office has been remodeled
- P-3 through P-4 have also been modernized with, carpet, paint, ceiling and technology
- Assorted HVAC units have been replaced
- Building signs have been installed
- New HVAC and lighting controls have been installed

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to James A. Whitaker Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria/kitchen setup and cleanup
- Main office cleaning
- Restroom cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

James A. Whitaker School participates in the State School Deferred Maintenance program, which provides matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating and air, electrical, painting, flooring, asphalt, wall systems, and underground tanks.

Facilities Inspection

The district's maintenance department inspects James A. Whitaker Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). James A. Whitaker Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 20, 2016. Deficiencies noted in the school inspection survey were corrected in a timely manner by the district's maintenance department. During fiscal year 2016-2017, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/22/2017				
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			Stained Ceiling Tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Lighting diffusers
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
	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	33	32	41	41	48	48
Math	31	31	37	37	36	37

* 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	75	75	100.0	38.7
Male	47	47	100.0	38.3
Female	28	28	100.0	39.3
Hispanic or Latino	62	62	100.0	35.5
Socioeconomically Disadvantaged	52	52	100.0	28.9
English Learners	23	23	100.0	13.0

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	21	39	54	52	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22	17.6	5.5

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	307	95.64	31.92
Male	172	165	95.93	27.27
Female	149	142	95.3	37.32
Black or African American	11	11	100	27.27
Asian	15	14	93.33	57.14
Filipino	--	--	--	--
Hispanic or Latino	268	257	95.9	29.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	43.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	298	289	96.98	31.49
English Learners	186	181	97.31	32.6
Students with Disabilities	34	34	100	2.94
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	316	99.06	31.01
Male	171	171	100	30.41
Female	148	145	97.97	31.72
Black or African American	11	11	100	27.27
Asian	15	15	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	266	263	98.87	27.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	296	294	99.32	31.63
English Learners	184	183	99.46	28.42
Students with Disabilities	34	34	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed of upcoming events and school activities through parent conferences, the school marquee, school newsletters, and InTouch (automated telephone message delivery system). Please contact the principal at (714) 521-9770 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Classroom Helper
- Field Trips
- Red Ribbon Week
- Whitaker P.O.W.E.R. Events
- Family Nights
- Office Helper
- GRIP Greeter
- Reading Frenzy

Committees:

- School Site Council
- Home School Organization (HSO)
- English Learner Advisory Council
- District English Learner Advisory Council
- Wellness Committee

School Activities:

- Back to School Night
- Family Nights
- Open House
- Parent Training
- Kindergarten Operation Good Start
- Assemblies
- Gang Re-education Intervention Partnership (GRIP)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for James A. Whitaker Elementary School in collaboration with local agencies, parent groups, 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 recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.9	3.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.0	3.0	3.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.72
Social Worker	0
Nurse	.14
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	26	23			1	4	4	3			
1	28	28	24				2	2	3			
2	27	27	24				3	3	3			
3	26	26	20			1	3	3	3			
4	29	29	28				3	3	3			
5	25	25	30				3	3	2			
6	26	26	23	1	1	1	3	3	3			
Other	11	11		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All training and curriculum development activities at James A. Whitaker Elementary School revolve around the Common Core State Standards and Frameworks. During the 2015-16, 2016-17, and 2017-18 school year, James A. Whitaker Elementary School held staff development devoted to:

- *Common Core State Standards
- *Readers Workshop
- *Writers Workshop
- *English Language Development

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. James A. Whitaker Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions such as 1) a supplement to site-based staff development, 2) reinforcement of or follow-up to previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 school year, James A. Whitaker Elementary School's teachers attended the following events hosted by the Buena Park School District:

- English Learners Strategies
- Balanced Literacy
- Implementation of the Common Core State Standards in Math
- Next Generation Science Standards
- Using iPads in the Classroom (including Pages, Keynote, iMovie, and iBook)
- Footsteps2Brilliance
- Positive Behavior Intervention Systems (PBIS)
- Classroom Management
- MathSpace Training
- Discovery Science Training
- TechBook Training
- STEM Training
- Explore EBook Training
- Project Based Learning
- Assessment and Data Analysis
- Dynamic Indicators of Basic Early Literacy Skills

James A. Whitaker Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,183	\$47,034
Mid-Range Teacher Salary	\$84,647	\$73,126
Highest Teacher Salary	\$105,576	\$91,838
Average Principal Salary (ES)	\$123,842	\$116,119
Average Principal Salary (MS)	\$130,783	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$233,676	\$178,388
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

For the 2016-17 school year, Buena Park School District spent an average of \$11,692 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Buena Park School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety Program
- Class Size Reduction, Grades K-3 (optional)
- Lottery: Instructional Materials
- Special Education
- State Lottery

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,645	\$694	\$4,951	\$88,459
District	♦	♦	\$7,864	\$89,107
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-37.0	-0.7
Percent Difference: School Site/ State			-24.7	19.2

* Cells with ♦ do not require data.

- Title I
- Title II
- Title III
- Transportation
- Transportation: Special 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 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.