



Campbell Middle School

295 W. Cherry Lane • Campbell CA, 95008 • (408) 364-4222 • Grades 5-8

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



Campbell Middle School/Campbell Union School District

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District Governing Board

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District Administration

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Superintendent
James Crawford
**Deputy Superintendent,
Administrative Services**
Lena Bundtzen
**Associate Superintendent, Human
Resources**
Whitney Holton
**Assistant Superintendent,
Instructional Services**

School Description

COMMUNITY: Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

SCHOOL: Campbell Middle School (CMS), one of the District's three grade 5-8 middle schools, is located in the Central Learning Community of Campbell Union School District. We provide a nurturing school environment with special emphasis placed on educating the whole child in-lined with 21st century academic and social skills. Our teachers and staff are especially skilled in teaching young adolescents and helping them navigate the years between elementary school and the rigors of high school. Together with parents, we provide dynamic learning experiences that inspire our more than 600 students to be independent, thoughtful, and respectful members of their community. Through our flexible schedule and community partnerships, we offer more project-based lessons that help students develop skills in collaboration, critical thinking, communication and real-world problem-solving.

School Mission Statement

Campbell Middle School is a caring community that provides an innovative education that prepares all students academically and socially to contribute to the future society.

School Vision Statement

Campbell Middle School: A School of choice that prepares all students to reach their full potential in an environment of equity, creativity, safety, and excellence.

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
Grade 5	62
Grade 6	228
Grade 7	176
Grade 8	188
Total Enrollment	654

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.6
Asian	6.3
Filipino	5
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.9
White	14.8
Two or More Races	2.9
Socioeconomically Disadvantaged	63.9
English Learners	28.9
Students with Disabilities	13.8
Foster Youth	0.3

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			
Campbell Middle School	15-16	16-17	17-18
With Full Credential	28	25	17
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	1	1	0
Campbell Middle School/Campbell Union	15-16	16-17	17-18
With Full Credential	♦	♦	316
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Campbell Middle School	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)**Quality and Currency of Textbooks and Other Instructional Materials**

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/> District teachers are piloting textbooks and materials aligned with Common Core standards. The District began piloting several texts and curricula in 2015-15, and recommendation and Board adoption is anticipated in the 2016-17 school year.

Textbooks and Instructional Materials Year and month in which data were collected: Dec. 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 5: Benchmark Education: Benchmark Advance (English and Spanish)</p> <p>Grades 6-8: Houghton Mifflin Harcourt (Adopted Jan. 2017)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>5(pilot): Eureka Math - Common Core</p> <p>6-8: Houghton Mifflin Harcourt</p> <p>California GO Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Grade 5: Houghton Mifflin</p> <p>California Science</p> <p>Grades 6-8: HHolt McDougal</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Grade 5: Houghton Mifflin</p> <p>U.S. History: The Early Years</p> <p>Grades 6-8: Glencoe McGraw-Hill</p> <p>Discovering Our Past</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Spanish I Title: Avancemos</p> <p>Grades: 6-8</p> <p>Publisher: Houghton Mifflin</p> <p>Spanish II Title: Nuevas Vistas</p> <p>Grades: 8</p> <p>Publisher: Holt</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials Year and month in which data were collected: Dec. 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	VAPA courses are exploratory. Materials are chosen from the State-adopted list and vary by subject and teacher. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Campbell Middle School, originally constructed in 1954, is comprised of 42 classrooms (including portables), a library, a media center, computer lab, staff lounge, cafeteria/multi-purpose room, one play yard, and gymnasium. Major renovations to the campus occurred in 1998 and included existing structure remodels and building additions. Recent improvements include: exterior/interior painting, addition of two portables, general repairs, synthetic turf installations and cafeteria renovation. Installation of projectors and sound amplification equipment in classrooms was completed in 2015. This site is part of the solar photovoltaic project launched in 2016. An upgrade of the site is currently underway.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Aging HVAC
Interior: Interior Surfaces		X		Interior walls need repair, Flooring scratched
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Some classroom lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No water to one urinal, Drinking fountains dirty
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Evidence of roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C4 door hard to close, Window blinds damaged, Gates need permit/upgrade, Bird droppings
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	30	36	51	53	48	48
Math	20	25	45	48	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.

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	50	52	66	64	56	54

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	15.8	15.8	10.5
7	22.8	33.5	27.8

* 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	300	288	96.0	51.7
Male	154	148	96.1	52.7
Female	146	140	95.9	50.7
Black or African American	14	11	78.6	36.4
Asian	15	15	100.0	66.7
Filipino	11	11	100.0	63.6
Hispanic or Latino	213	207	97.2	46.9
White	33	30	90.9	73.3
Socioeconomically Disadvantaged	209	200	95.7	46.0
English Learners	99	95	96.0	19.0
Students with Disabilities	36	33	91.7	39.4

* 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 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	637	618	97.02	35.6
Male	324	313	96.6	31.31
Female	313	305	97.44	40
Black or African American	28	28	100	42.86
American Indian or Alaska Native	--	--	--	--
Asian	39	39	100	53.85
Filipino	29	28	96.55	71.43
Hispanic or Latino	412	397	96.36	26.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	92	97.87	53.26
Two or More Races	19	18	94.74	44.44
Socioeconomically Disadvantaged	424	410	96.7	27.32
English Learners	329	315	95.74	20
Students with Disabilities	76	74	97.37	2.7
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	637	623	97.8	24.6
Male	324	315	97.22	25.4
Female	313	308	98.4	23.78
Black or African American	28	28	100	35.71
American Indian or Alaska Native	--	--	--	--
Asian	39	39	100	51.28
Filipino	29	29	100	48.28
Hispanic or Latino	412	402	97.57	16.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	91	96.81	35.16
Two or More Races	19	18	94.74	44.44
Socioeconomically Disadvantaged	424	413	97.41	18.45
English Learners	329	322	97.87	14.95
Students with Disabilities	76	73	96.05	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)

Parent Involvement Opportunities – We invite and encourage parent participation at all levels on planning, implementation and evaluation. The School Site Council (SSC) and Campus Collaborative Committee (CCC) meets quarterly to monitor the school plan. The English Language Advisory Committee (ELAC) meets at least four times a year to address the needs of English Language Learner (ELL) student and their parents. The PTA also meets monthly to identify ways to support student needs, and conducts meetings with Spanish translation as a way to be inclusive of parents in our largest second language group. Parents can support CMS by helping with lunch supervision, chaperoning dances, field trips, rallies, being 8th-grade exhibition panelists, joining Booster clubs/PTA, and participating in special events. Parents who wish to participate in committees and/or school activities may contact the school office via phone, email, or in person. At the district level, parents can participate in the new Parent University program, serve on advisory committees, and provide input at annual Local Control & Accountability Plan updates.

Parent Communication – Parents and teachers are expected to meet formally twice a year in student-led conferences. However, continuous communication between staff and parents is the ultimate expectation. The school publishes a newsletter in English and Spanish every other week and regularly updates a school website that includes teacher and classroom pages along with a school calendar of events. All staff members have voice mail and email. All parents have been given access to PowerSchool, the district student information system, where they can view their child's academic progress. The school also uses the School Messenger, an automatic telephone system, to send parents important notices.

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 School Safety plan was updated and approved 11/18/17 and reviewed with staff 10/11/17.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.5	9.9	5.9
Expulsions Rate	0.3	0.3	0.4
District	2014-15	2015-16	2016-17
Suspensions Rate	2.0	2.4	2.1
Expulsions Rate	0.0	0.0	0.0
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
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.8
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	.6
Resource Specialist	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	640

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	27	25	25	3	6	3	9	9	14	2	2	
Mathematics	25	26	27	3	4		11	10	13			
Science	27	30	27	1		1	11	12	12	2	1	
Social Science	24	29	23	5		7	9	11	8	1	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Campbell Union School District's work year calendar allocated, four full-day Professional Development days in the 2014-15, three in 2015-16 and two are planned for the 2016-17 school year. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

METHODS OF PD:

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

HOW TEACHERS ARE SUPPORTED:

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,714	\$48,678
Mid-Range Teacher Salary	\$80,411	\$78,254
Highest Teacher Salary	\$95,845	\$96,372
Average Principal Salary (ES)	\$131,854	\$122,364
Average Principal Salary (MS)	\$135,746	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$274,441	\$212,818
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5505.30	169.50	5335.80	79726.48
District	♦	♦	4852.10	\$77,909
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			10.0	2.0
Percent Difference: School Site/ State			-18.8	1.7

* Cells with ♦ do not require data.

Types of Services Funded

In 2016-17, district funding through the Local Control Funding Formula(LCFF) included a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funded the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, and/or Foster Youth.

State and federal funding also supported the following special programs.

- Title I, Part A Basic Grant
- Title II, Part A Improving Teacher Quality
- Title III, Part A Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

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.