

Marshall Lane Elementary School

14114 Marilyn Lane • Saratoga CA, 95070 • (408) 364-4259 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Campbell Union School District

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District Governing Board

Pablo A. Beltran
Danielle M.S. Cohen
Chris Miller
Richard H. Nguyen
Michael L. Snyder

District Administration

Dr. Shelly Viramontez
Superintendent
Nelly Yang
**Assistant Superintendent,
Administrative Services**
Lena Bundtzen
**Assistant Superintendent, Human
Resources Services**
Whitney Holton
**Assistant Superintendent,
Instructional Services**

School Description

COMMUNITY: Located in the west portion of Santa Clara County, the Campbell Union School District serves more than 7,600 students in Transitional Kindergarten through eighth grade from the communities of Campbell, San Jose, Saratoga, and Los Gatos.

SCHOOL: Marshall Lane Elementary School, located in Saratoga, educates more than 540 students from Saratoga, Los Gatos, Campbell, and San Jose in preschool through fifth grade. We emphasize academic achievement within a nurturing environment. Our success is attributed to a dedicated and hard working staff, a well-rounded challenging curriculum, active parental involvement, and a community devoted to supporting education.

Our school has earned several awards over the past few years. Both the National Blue Ribbon Award and the California Distinguished School Award have been earned. In addition, Marshall Lane was awarded the prestigious Caring School Climate Award for the 2014-2015 school year from Project Cornerstone.

Marshall Lane's Vision Statement

Marshall Lane will be a school where educators and parents collaborate to provide a rigorous and meaningful educational experience for all students in a supportive school environment.

Marshall Lane's Mission Statement

Marshall Lane is a community that is committed to inspiring and empowering life-long learners who possess the mindset and skills necessary to thrive in a changing world.

Marshall Lane's Core Values

- Effective Communication
- Safe Learning Environment
- Collaboration, Collegiality and Relationships
- Educating the Whole Child

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	90
Grade 2	87
Grade 3	90
Grade 4	90
Grade 5	87
Total Enrollment	551

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	28.9
Filipino	0.5
Hispanic or Latino	9.1
Native Hawaiian or Pacific Islander	0.0
White	41.7
Socioeconomically Disadvantaged	9.3
English Learners	13.2
Students with Disabilities	4.5
Foster Youth	0.2

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			
Marshall Lane Elementary School	16-17	17-18	18-19
With Full Credential	23	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Campbell Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	305.60
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Marshall Lane Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)**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: The schedule for piloting science and social studies curriculum will be determined in the 2018-19 school year. 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/>

Textbooks and Instructional Materials Year and month in which data were collected: June 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-5: Benchmark Advance/Adalante - Benchmark Education (English and Spanish) (Adopted 2015-16) Supplemental Grades 1-2: Amplify, Core Knowledge Language Arts Grade TK: Learning Without Tears, Handwriting Without Tears The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	TK: Bridges in Mathematics - Math Learning Center K-5: Bridges in Mathematics (Adopted June 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-3: Scott Foresman: California Science Grades 4-5: Houghton Mifflin California Science (Adopted 2008. Pilot of new materials TBA) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California Grades 4-5: Houghton Mifflin: History- Social Science for California (Adopted 2006. Pilot of new materials TBA) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	n/a The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials Year and month in which data were collected: June 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders 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)

Marshall Lane School, originally constructed in 1961, is comprised of 22 classrooms (including portables), a Knowledge Center/Library, a computer lab, a staff lounge, a cafeteria/multipurpose room, three playgrounds, an outdoor learning center/garden, a preschool, and a new Campbell Care facility for before and after school care.

Improvements since 2016-17 school year include solar photovoltaic installation and a campus-wide renovation. The renovation, which continued into 2018, includes replacing all of the underground utilities (sewer, water, and gas) and placing electric lines underground. Sidewalks throughout the campus were replaced and many seat walls were added. A new community gathering area and covered waiting area was added in the front of the campus. Landscaping was redone in many area of the campus. A covered eating area and outdoor gathering spaces were added.

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: July 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	80.0	81.0	53.0	55.0	48.0	50.0
Math	81.0	82.0	48.0	49.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.7	28.2	24.7

* 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 2017-18 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	269	267	99.26	80.52
Male	134	132	98.51	79.55
Female	135	135	100.00	81.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	67	98.53	89.55
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	40.00
White	111	110	99.10	79.09
Two or More Races	31	31	100.00	83.87
Socioeconomically Disadvantaged	17	17	100.00	47.06
English Learners	53	51	96.23	74.51
Students with Disabilities	16	16	100.00	43.75

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 2017-18 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	269	268	99.63	82.46
Male	134	133	99.25	85.71
Female	135	135	100	79.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	67	98.53	94.03
Filipino	--	--	--	--
Hispanic or Latino	25	25	100	56
White	111	111	100	78.38
Two or More Races	31	31	100	80.65
Socioeconomically Disadvantaged	17	17	100	47.06
English Learners	53	52	98.11	78.85
Students with Disabilities	16	16	100	50

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Ample opportunities exist at Marshall Lane for parents to be involved in their child's education from working on campus in their child's classroom, assisting in the library, helping in the technology lab, teaching art lessons, serving as a Project Cornerstone reader, or doing playground supervision at lunchtime. In addition, parents serve on the Marshall Lane Parent Teacher Association (PTA) to provide funds to enhance the educational growth of all of our children by supporting vital school programs, sponsoring school events, planning and funding assemblies, and supporting the purchase of classroom supplies. Contact the Marshall Lane PTA through their website at <http://www.marshalllanepta.org/marshall/index.jsp> or the school office at (408) 354-4259 for detailed information about parent involvement opportunities at Marshall Lane Elementary School. In Campbell Union School District, we know that everyone benefits when the community is actively engaged in the success of its students. At the district level, we provide many opportunities for parents and community members to be involved at the district level. We welcome public participation in Governing Board meetings and advisory committee meetings. Members of public bring the voice of the community to management through participation in such committees as the English Language Advisory Committee, Bond Oversight Committee, Superintendent's advisory committees, Wellness Committee, and others. We conduct several district-wide meetings and online ThoughtExchange.com forums each year to elicit parent, student, staff and community input as we develop our annual Local Control and Accountability Plan (LCAP), and we collaborate with local community based groups to enhance services and supports to our students and their families. Every school has the support of a Community Liaison who coordinates school and community based support services, so that students can have access to medical, dental, vision and mental health care. The Community Liaisons also schedule educational workshops for parents on a variety of topics, including positive discipline, computer literacy, how to support student education at home, college classes, cyber safety and much more.

At Marshall Lane, we emphasize the development of the whole child and academic achievement within a nurturing environment. Our success is attributed to a highly qualified and dedicated staff, a well-rounded, challenging curriculum that is aligned with the new Common Core State Standards, active parental involvement, and a strong community that is devoted to supporting our students. The partnership between home and school is responsible for the success of our students. The parents and families work in conjunction with the staff to ensure we are supporting each child to reach their full potential. This collaborative effort requires high levels of collaboration and communication in an effort to support all of our students at Marshall Lane.

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. It was approved and reviewed with staff on 4/14/18.

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	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.4	2.1	1.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	.38
Psychologist	.4
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1
Other	.08
Average Number of Students per Staff Member	
Academic Counselor	541

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	21	3		1	2	5	4			
1	22	22	23				4	3	4			
2	23	23	22			1	4	4	3			
3	23	24	23				4	4	4			
4	26	31	30				3	3	3			
5	29	27	29				4	3	3			
Other		23						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

Professional Development provided for Teachers Campbell Union School District's work year calendar allocated, three full-day Professional Development days in 2015-16, two for the 2016-17 school year, and two in 2017-18. The District provides professional development for all credentialed and non-credentialed staff.

PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:

The primary areas of focus for our staff development in all CUSD schools is training to support our goals as outlined in our Local Control and Accountability Plan (LCAP):

1. Provide high quality teaching and learning that promotes opportunity for applying knowledge.
2. Ensure that students are college and future ready by equipping them with the competencies identified in a Profile of a (CUSD) graduate (Self-directed, Innovative, Critical thinker, Collaborative, and Empathetic). Close all identified achievement gaps
3. Provide appropriate tiered supports and sustain positive social/emotional development for all students.
4. Fully engage parents/guardians, students, and the community in support of student educational outcomes.

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 assessments aligned to the teacher identified essential common core standards. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies. Teachers collaborate in professional learning communities to examine data and learn from one another in job-embedded professional development.

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. We also provide district-wide professional development in after school sessions at which teachers are trained on the elements of quality first instruction identified by Instructional Leadership Teams during the 2016-2017 school year. Teachers can also participate in online learning by using our School of Rock learning platform that provides professional development aligned to our LCAP goals in a game based setting that allows teachers to learn at their own pace and select topics of interest to them.

HOW TEACHERS ARE SUPPORTED: We have extensive coaching opportunities in our district, both through our site Equity TOSAs (teachers on special assignment) and through our district TOSAs. 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,937	\$50,084
Mid-Range Teacher Salary	\$85,236	\$80,256
Highest Teacher Salary	\$101,026	\$100,154
Average Principal Salary (ES)	\$137,657	\$125,899
Average Principal Salary (MS)	\$150,192	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$301,885	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	7.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6205.21	332.21	5873.00	101284.56
District	◆	◆	5823.75	\$81,676
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			0.8	21.4
Percent Difference: School Site/ State			-19.3	22.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

District funding through the Local Control Funding Formula(LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds 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, Special Education, and/or Foster Youth. State and federal funding also supports 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 <https://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.