



Corvallis Middle School

11032 E. Leffingwell Rd. • Norwalk, CA 90650 • (562) 868-2678 • Grades 6-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Norwalk-La Mirada Unified

School District

12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Karen Morrison
Board President

Norma Amezcua

Board Vice President

Jude Cazares

Board Member

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District Administration

John Lopez

Superintendent

Dr. Patricio Vargas

Assistant Superintendent - Educational Services

Estuardo Santillan

Assistant Superintendent, Business Services

Dr. Michael Gotto

Assistant Superintendent, Human Resources

School Description

The focus at Corvallis Middle School STEAM Magnet is student achievement. This central purpose guides all of our actions. The STEAM Magnet focuses on Science, Technology, Engineering, Arts, and Mathematics. Corvallis Middle School STEAM Magnet engages students in a well-rounded educational program that emphasizes rigorous academic instruction and engaging enrichment experiences. Students are able to choose from enrichment courses: Performance Arts (Band, Orchestra, Theater, Choir, Dance), Visual/Media Arts (Ceramics, Art/Design), or Technology (Computer Applications, Filmmaking & Digital Photography, Robotics). In addition to the enrichment classes, students engage in a variety of performances, including concerts, talent shows, Fine Arts Nights, and off campus performances. Students also benefit from guest presenters in the arts & technology professions. All students at Corvallis Middle School engage in rigorous instruction in language arts, mathematics, science, social studies, and physical education. Interested students may also apply for the AVID and/or Honors academic programs.

As part of the Technology component of the Magnet Program, students participate in a 1-to-1 iPad program where each student has an iPad to use in class and to take home to use for assignments and research.

The following are essential components in providing an effective learning environment:

Knowledgeable and caring teachers who engage students in rich and meaningful learning experiences, which will prepare them to meet the challenges of their future.

High standards for student learning and behavior.

Opportunities for acceleration and additional support.

Positive communication between school and home.

Corvallis Middle School STEAM Magnet is committed to providing access to high-quality curriculum that is aligned with the California Content Standards, designing engaging instructional activities, and maintaining a supportive learning environment so that each student meets or exceeds the standards. Staff members are committed to closing the achievement gap for our students who are below grade level, while ensuring that every student makes continuous growth each year. Corvallis receives Title 1 funding, which allows us to provide extended learning opportunities for our students.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 254 |
| Grade 7 | 238 |
| Grade 8 | 240 |
| Total Enrollment | 732 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.1 |
| Filipino | 3.1 |
| Hispanic or Latino | 87.8 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 2.2 |
| Two or More Races | 1 |
| Socioeconomically Disadvantaged | 89.1 |
| English Learners | 14.9 |
| Students with Disabilities | 13.9 |
| Foster Youth | 0.4 |
| Homeless | 44.4 |

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 for Corvallis Middle School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 36 | 33 | 32 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Norwalk-La Mirada | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 830 |
| Without Full Credential | ♦ | ♦ | 8 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 14 |

Teacher Misassignments and Vacant Teacher Positions at Corvallis Middle School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| 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 2020-21)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Grades 6-8 English Language Arts: Pearson-California My Perspectives, Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Grades 6-8 Mathematics: Cengage Learning – Math Big Ideas Course (1, 2, & 3), Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Impact Science Inc- Impact Science-Digital Curriculum Content and Lesson Plan Licensing, Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Grades 6-8 Social Science: National Geographic Learning/ Cengage- CA World History- Ancient Civilizations, CA World History- Medieval, and CA US History- Beginnings to WW1, Adopted 2019 The textbooks listed are from most recent adoption: Yes 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)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 02/28/2013

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | 100% |
| Interior: Interior Surfaces | Good | 95.65 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Fair | 95.83% |
| Electrical: Electrical | Fair | 78.26 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | 100% |
| Safety: Fire Safety, Hazardous Materials | Good | 100% |
| Structural: Structural Damage, Roofs | Good | 95.65% |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 97.92% |
| 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.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 36 | N/A | 47 | N/A | 50 | N/A |
| Math | 21 | N/A | 35 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 8 | N/A | 20 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

There are many ways for parents to be involved at Corvallis, and we depend on parents to help us with student achievement. Parents may serve on the School Site Council, which meets monthly to examine the school's educational program. Parents of English Learners are vital to our ELAC committee and to our parent outreach efforts. Our ELAC works with staff and students to raise funds to support our school. We expect parents to attend school activities including Back to School Night, Parent Conferences and Awards Celebrations. We always welcome new volunteers at our school! For more information about becoming involved at Corvallis, call or email our principal, Dr. Ruvalcaba at 1 (562) 210-4126 - nruvalcaba@nlmusd.org.

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 (School Year 2020-2021)

Corvallis is a closed campus and there is only one entrance to campus during the school day. Visitors must enter the school through the office and sign in. Students are not allowed off campus during the school day. Our campus supervisors monitor the school grounds for 30 minutes before and 15 minutes after school. We have many teaching assistants who also help monitor the campus during snack and lunch. Administrators also monitor the campus before and after school, as well as during snack and lunch. Teachers review the rules for safe, responsible behavior in school and on the grounds with their students on an ongoing basis.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep copies in the office for parents and students to see and become familiar with. We share the plan with all staff members during a school-wide staff meeting. We also practice fire and earthquake drills on a monthly basis. As a result, staff and students are aware of safety procedures and know what to do whenever we have an emergency drill.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 8.2 | 9.6 | 3.7 | 3.8 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | | | |
| Expulsions | | | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 366 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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 | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| English | 21 | 14 | 3 | 11 | 23 | 12 | 6 | 9 | 20 | 15 | 6 | 7 |
| Mathematics | 29 | 4 | 5 | 9 | 26 | 5 | 7 | 8 | 28 | 5 | 5 | 8 |
| Science | 29 | 4 | 3 | 11 | 25 | 6 | 4 | 10 | 25 | 5 | 8 | 6 |
| Social Science | 27 | 4 | 9 | 6 | 28 | 3 | 9 | 6 | 25 | 5 | 8 | 6 |

*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 (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 18 | 18 | 37 |

Staff development is a critical part of student success at Corvallis. Based on the analysis of student achievement data (i-Ready data, report card grades, teacher assessments, and writing assignments), professional development for staff, using a Professional Learning Community model, focuses on the following areas:

Building an effective community of learners through standards based instruction with a focus on writing and academic discourse

Emphasizing the district Instructional Priorities in math, literacy, and College and Career Readiness through the design of learning experiences that develop students' communication skills through speaking and writing, fostering meaningful and purposeful collaboration among students, and planning for rigor and relevance through effective lesson design.

Implementing AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies such as: Cornell Notes, Critical Reading, and Writing, schoolwide and use of the SIOP model to support English Language Learners.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$54,842 | \$52,484 |
| Mid-Range Teacher Salary | \$85,033 | \$81,939 |
| Highest Teacher Salary | \$111,551 | \$102,383 |
| Average Principal Salary (ES) | \$140,662 | \$129,392 |
| Average Principal Salary (MS) | \$161,068 | \$136,831 |
| Average Principal Salary (HS) | \$144,834 | \$147,493 |
| Superintendent Salary | \$288,282 | \$254,706 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 34.0 | 34.0 |
| Administrative Salaries | 6.0 | 5.0 |

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | 13571.93 | 4729.27 | 8842.66 | 100008.36 |
| District | N/A | N/A | 9878.33 | \$92,057 |
| State | N/A | N/A | \$7,750 | \$84,577 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -11.1 | 8.3 |
| School Site/ State | 13.2 | 16.7 |

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

Types of Services Funded

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.