

Nettie L. Waite Middle School

14320 South Norwalk Blvd. • Norwalk, CA 90650 • (562) 921-7981 • Grades 6-8

Adriana Nakano, Principal

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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

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Board President

Norma Amezcua

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Dr. Patricio Vargas

**Assistant Superintendent -
Educational Services**

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**Assistant Superintendent, Business
Services**

Dr. Michael Gotto

**Assistant Superintendent, Human
Resources**

School Description

Waite Middle School is about collaborative teaching and Common Core alignment. Within Professional Learning Communities, teachers establish lesson sharing and lesson planning across the content areas.

Waite has established “Blended Learning” in language Arts, Social Science, and Science, with an emphasis on mainstreaming students with special needs into the Least Restrictive Environments (LRE). English Language Learner (ELL’s) develop their skills using 1:1 iPads in the classroom and through teacher implementation of targeted strategies for listening, speaking, reading, and writing. Current focus on academic discourse is focused on “Every Student, Every Day, Every Classroom.”

Waite is a Comprehensive Middle School providing all students every opportunity to reach their potential or peak their interest in these future career fields, especially in the realm of leadership. Technology is used school wide to support our “Digital Natives,” with 1:1 iPads and teacher training to keep lesson design and delivery on the cutting edge for maximum student engagement. Our science classes use a project based curriculum which includes standards based instruction that allows our students to take responsibility for their learning and supports higher level thinking skills.

Teachers receive training during the summer and on 2 Wednesdays of each month. Math and ELA classrooms incorporate technology (i-Ready) to provide intervention for struggling students. We offer a Read 180 as an intensive support for our students reading 2 years or more below grade level. Our library/Media center is filled with current materials and novels for student check out. Our gifted and talented population has increased and we are providing higher levels of rigor and class programs to support their needs, as well as enrichment after school and through off-campus field trips.

RTI support includes enrichment classes for Reading, Social Science, Science, and Math. Other supports include Saturday Academy, Saturday school, AVID tutors, and Bilingual Aides. Waite Middle School’s Advisory program exposes students to a curriculum created by teachers and taught school-wide for PBIS. AVID essentials are used to focus on WICOR strategies. The WEB Program supports our new 6th grade students by pairing them with 8th grade leaders and mentoring them throughout their first year in middle school. When needed, the Peer Mediation program is used for students to feel comfortable with each other and willing to resolve social problems in a designed and structured way.

Through data analysis, our English Learners continue to make significant progress. We continue to support our English Learners by leveling classes to support their growth and provide a highly qualified adult in each class. Waite Leadership Program (WLP) provides a zero period class that supports academic achievement and social development for approximately 10% of our total students.

It is a Great day to be a Panther!

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 | 170 |
| Grade 7 | 195 |
| Grade 8 | 175 |
| Total Enrollment | 540 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.2 |
| Asian | 1.9 |
| Filipino | 1.9 |
| Hispanic or Latino | 89.6 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 1.7 |
| Two or More Races | 0.7 |
| Socioeconomically Disadvantaged | 90.7 |
| English Learners | 25.4 |
| Students with Disabilities | 14.8 |
| Foster Youth | 1.3 |
| Homeless | 45.2 |

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 for Nettie L. Waite Middle | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential | 28 | 27 | 26 |
| 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 Nettie L. Waite 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)

Overall Rating 99.41% - Exemplary

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: 1/20/2021

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | 100% - Good |
| Interior: Interior Surfaces | Good | 95.24% - Good |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | 98.21% - Good |
| Electrical: Electrical | Good | 100% - Good |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | 100% - Good |
| Safety: Fire Safety, Hazardous Materials | Good | 100%-Good |
| Structural: Structural Damage, Roofs | Good | 100%-Good |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 100%-Good |
| Overall Rating | Exemplary | 99.41% Exemplary |

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 | 30 | N/A | 47 | N/A | 50 | N/A |
| Math | 16 | 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 | 19 | 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)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. We house a CBET class Monday through Thursday. Parents join our SSC, ELAC, and PTSA which works with administration to make Title I decisions and support decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Our PTSA works with teachers to support Back-to-School Night in the fall and Open House in the spring. We expect all parents to attend these events. Parent events with guest speakers are offered monthly to assist parents with their students' work. Parents help organize the eighth grade field trip, dance, and graduation party. They also help with dramatic and musical performances, sponsor yearly fund-raisers, and sell snacks and T-shirts at athletic events to help pay for uniforms. Parents are critical in making our parent seminars so successful. We always need new volunteers!

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)

School safety is an important aspect of our learning environment. We have a supervision team of six adults that monitors all activity on and around the school grounds, with a total of 20 hours per day of adult supervision. Our administrative team walks the campus frequently during the day to ensure that all students are safe.

All entrance gates are secure to limit entrance onto school grounds. However, the front gate is open to visitors and the community. All visitors are required to report to the main office prior to entering the campus to secure a visitor's pass. Visitors are not permitted to enter the school grounds without authorization.

Our safety committee surveys the campus to identify safety issues, to develop emergencies routines and procedures, and to order needed emergency supplies. Or safety plan is revised yearly and communicated to staff, students, and parents in meetings and assemblies. The plan is located at the school site and in the front office of the school. We hold drills monthly to practice safety procedures in case of an emergency in conjunction with the drills that are hosted by the district office.

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 | 10.0 | 11.2 | 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* | 540 |

*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) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 0.3 |

*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 | 16 | 11 | 3 | 3 | 19 | 8 | 3 | 4 | 24 | 7 | 4 | 7 |
| Mathematics | 22 | 4 | 2 | 4 | 16 | 4 | | 2 | 26 | 4 | 3 | 7 |
| Science | 18 | 6 | 3 | 2 | 24 | 3 | 4 | 2 | 28 | 3 | 4 | 6 |
| Social Science | 34 | 4 | 4 | 4 | 29 | 3 | 5 | 9 | 28 | 3 | 2 | 8 |

*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 |

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 | 14122.22 | 4724.10 | 9389.12 | 98586.77 |
| 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 | -5.1 | 6.9 |
| School Site/ State | 19.1 | 15.3 |

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.