



# Fillmore Elementary

2644 E. Poplar St. • Stockton, CA 95205 • (209) 933-7185 • Grades K-8

Tamara Pronoitis, Principal  
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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

#### District Governing Board

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

#### District Administration

Eliseo Dávalos, Ph.D.  
**Superintendent**  
Mr. Thomas Anderson  
**Assistant Superintendent,  
Educational Services**

#### **Vision**

Fillmore creates an environment that supports and encourages forward movement for all.

#### **Mission:**

Our Fillmore Family is a positive learning community that works collaboratively with all stakeholders to maintain a respectful and rigorous environment promoting student achievement.

Tamara Pronoitis, PRINCIPAL

## 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	88
Grade 2	91
Grade 3	93
Grade 4	90
Grade 5	97
Grade 6	74
Grade 7	91
Grade 8	83
<b>Total Enrollment</b>	<b>798</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.9
Asian	4.1
Filipino	0.4
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0.1
White	9.4
Two or More Races	1.9
Socioeconomically Disadvantaged	90.5
English Learners	46.4
Students with Disabilities	7.8
Foster Youth	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Fillmore Elementary	14-15	15-16	16-17
With Full Credential	30	29	30
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Fillmore Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	1	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	FOSS (Full Option Science System) Adopted in 2007  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school site has classrooms, a multipurpose room, a library and an administration building. We have several portable class rooms to accommodate increased enrollment. The custodial team does a great job at keeping the grounds clean and well manicured. Classrooms, buildings and restrooms are cleaned daily.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/22/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Boys R/R by M/p south: replace chalking around sinks, urinals and toilets, paint trash recipital (metal) Boys R/R by rm-5 & P-34: entrance door repair & paint, patch holes in walls, install a wall bumper for partition, replace chalking around sinks, urinals & toilets, repair floor tile-cracks, Girls R/R by M/p south: replace chalking around sinks and toilets, paint trash recipital (metal) Multi-purpose/ Kitchen: 2 ceiling lights not operating, paint walls, paint kitchenwest exit door P--35: cloth wall rip-repair P-42: ceiling tile-stains, entrance door-paint, re-align entrance door
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Boys R/R by rm-5 & P-34: entrance door repair & paint, patch holes in walls, install a wall bumper for partition, replace chalking around sinks, urinals & toilets, repair floor tile-cracks, Multi-purpose/ Kitchen: 2 ceiling lights not operating, paint walls, paint kitchenwest exit door P-42: ceiling tile-stains, entrance door-paint, re-align entrance door rm-12: repair entrance door
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	19	24	24	25	44	48
Math	15	23	18	21	34	36

\* 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	183	178	97.3	32.0
Male	102	100	98.0	31.0
Female	81	78	96.3	33.3
Hispanic or Latino	144	141	97.9	32.6
White	18	17	94.4	35.3
Socioeconomically Disadvantaged	136	133	97.8	27.1
English Learners	59	59	100.0	3.4

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	35	35	32	31	29	30	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.2	20.4	33.3
7	15.6	13.5	40.6

\* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	94	88	93.6	20.4
	<b>4</b>	94	92	97.9	9.8
	<b>5</b>	96	94	97.9	21.5
	<b>6</b>	72	71	98.6	24.3
	<b>7</b>	96	94	97.9	31.2
	<b>8</b>	87	85	97.7	38.8
<b>Male</b>	<b>3</b>	49	47	95.9	19.1
	<b>4</b>	48	48	100.0	8.3
	<b>5</b>	52	50	96.2	16.0
	<b>6</b>	38	38	100.0	16.2
	<b>7</b>	50	49	98.0	27.1
	<b>8</b>	51	49	96.1	32.6
<b>Female</b>	<b>3</b>	45	41	91.1	21.9
	<b>4</b>	46	44	95.7	11.4
	<b>5</b>	44	44	100.0	27.9
	<b>6</b>	34	33	97.1	33.3
	<b>7</b>	46	45	97.8	35.6
	<b>8</b>	36	36	100.0	47.2
<b>Hispanic or Latino</b>	<b>3</b>	80	74	92.5	18.9
	<b>4</b>	76	75	98.7	9.3
	<b>5</b>	77	75	97.4	20.0
	<b>6</b>	62	62	100.0	27.4
	<b>7</b>	78	77	98.7	31.2
	<b>8</b>	67	65	97.0	43.1
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	70	65	92.9	21.5
	<b>4</b>	74	73	98.7	11.0
	<b>5</b>	68	66	97.1	23.1
	<b>6</b>	55	54	98.2	20.8
	<b>7</b>	63	62	98.4	34.4
	<b>8</b>	68	67	98.5	34.3
<b>English Learners</b>	<b>3</b>	45	40	88.9	10.0
	<b>4</b>	43	42	97.7	
	<b>5</b>	37	35	94.6	
	<b>6</b>	18	18	100.0	5.6
	<b>7</b>	24	23	95.8	4.3
	<b>8</b>	23	21	91.3	9.5

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	92	97.9	30.4
	4	94	93	98.9	18.3
	5	96	95	99.0	14.9
	6	72	71	98.6	29.6
	7	96	95	99.0	26.6
	8	96	95	99.0	26.6
Male	3	49	48	98.0	33.3
	4	48	48	100.0	25.0
	5	52	51	98.1	13.7
	6	38	38	100.0	34.2
	7	50	50	100.0	30.6
	8	50	50	100.0	30.6
Female	3	45	44	97.8	27.3
	4	46	45	97.8	11.1
	5	44	44	100.0	16.3
	6	34	33	97.1	24.2
	7	46	45	97.8	22.2
	8	46	45	97.8	22.2
Hispanic or Latino	3	80	78	97.5	30.8
	4	76	76	100.0	18.4
	5	77	76	98.7	17.1
	6	62	62	100.0	32.3
	7	78	78	100.0	26.9
	8	78	78	100.0	26.9
Socioeconomically Disadvantaged	3	70	68	97.1	30.9
	4	74	73	98.7	16.4
	5	68	67	98.5	10.6
	6	55	54	98.2	29.6
	7	63	62	98.4	26.2
	8	63	62	98.4	26.2
English Learners	3	45	44	97.8	18.2
	4	43	43	100.0	13.9
	5	37	36	97.3	
	6	18	18	100.0	5.6
	7	24	24	100.0	8.3
	8	24	24	100.0	8.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)**

Fillmore recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. We offer several opportunities and programs to encourage parent involvement.

After School Programs

Counseling services when available

English Language Advisory Committee (ELAC)

English Language Learner instruction and support (ELD)

Family Health Centers and programs when and where available

Parent Resource Center

Parent/Student Academic Conferences

Parent/Teacher organizations (PTA/PTO/PTC)

School Site Council (SSC)

Field Trips

The school believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing

Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning

Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office in order to obtain the proper paperwork. Finger prints and a valid Tuberculosis test are required.

### **State Priority: School Climate**

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

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

### **School Safety Plan**

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the districts Readiness and Emergency Management Plan (REMS) occurs at the beginning of each year.

A comprehensive School Safety Plan is revised at the beginning of each school year and was recently reviewed by the School Site Council. The plan helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management Plan identifies procedures to follow during emergencies and natural disasters. Ongoing teacher training takes place on site for several different disastrous scenarios. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. A Campus Safety Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.



**Suspensions and Expulsions**

School	2013-14	2014-15	2015-16
Suspensions Rate	6.9	3.2	3.6
Expulsions Rate	0.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

**Academic Counselors and Other Support Staff at this School**

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.25
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	12	16	22	9	3	0		5	4			0
1	23	28	28	3		0	3	3	3			0
2	23	29	31	3		0	3	5	3			0
3	26	26	30	2	1	0	4	3	3		1	0
4	25	30	30	1		0	2	5	3	1		0
5	24	33	31	2		0	3		3	1	2	0
6	20	27	34	3	2	0	3	1	1		2	1
Other	11	15		1	2			1				

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English		28	28					2	2			
Mathematics	34	37	37							2	1	1
Science												
Social Science												

\* 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**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

Fillmore site staff has been fully trained in Common Formative Assessments as well as Response to Intervention - providing a more solid foundation to the Professional Learning Community Philosophy.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5504.17	790.56	4713.61	74558.12
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-31.9	-3.6
Percent Difference: School Site/ State			-22.4	-13.0

\* Cells with ◆ do not require data.

**Types of Services Funded**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**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.