

Ladd Lane Elementary School

161 Ladd Ln. • Hollister, CA 95023 • (831) 636-4490 • Grades K-5

Kip Ward, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Hollister School District

2690 Cienega Rd.
Hollister, CA 95023-9687
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District Governing Board

Elizabeth Martinez, President

Elsa Rodriguez, Clerk

Patricia Moore, Trustee

Peter Hernandez, Trustee

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District Administration

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School Description

The school mission and vision is posted in all classrooms and regularly articulated via presentations at Back to School Night, Parent/Student handbook and most school correspondences. The Ladd Lane community works together to continuously analyze evidence and refine school priorities according to our focused mission and vision. Utilizing our Professional Learning Community Framework, the leadership team, with assistance from the principal worked with the staff to develop this focus. In creating our mission and vision statement, staff researched the characteristics of powerful organizations. The faculty then brainstormed and prioritized a list of skills that are needed for students to be high level learners. Once this was solidified to our mission and vision this statement has been communicated to our entire school community. Through a partnership with parents, students and staff, Ladd Lane School has made great strides in continuously aligning our school priorities with our mission. We are committed to ensuring that all of our students achieve to their fullest potential. Especially, that the achievement gap of English Learners is significantly decreased via the utilization of key signature practices which are aligned with our school vision.

Mission Statement:

Ladd Lane's mission is to provide an atmosphere where each child is encouraged to strive for excellence academically, socially and emotionally in a safe and supportive environment.

Vision:

Ladd Lane embraces the importance of collaboratively providing services and supports to strengthen the academic and social achievements of students while preparing them to be productive citizens.

The community is located in the city of Hollister which sits in northern San Benito County, 47 miles from San Jose, 39 miles east of the Monterey Peninsula, and 90 miles south of San Francisco. The region retains its agricultural heritage. Ladd Lane Elementary serves approximately 630 students in grades kindergarten through fifth, including five special day classes. Ladd Lane serves students diagnosed with autism in its special day classes. Although we are one of the largest elementary schools in the district, Ladd Lane prides itself on its "family type" atmosphere. Education, including an academically rigorous program, is highly valued by our faculty and families, along with a high degree of staff morale and parent satisfaction. Each year we have many more families request or transfer into our school than we can accommodate. There is a strong commitment to excellence on the part of the entire faculty.

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 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 at (831) 636-4490 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	80
Grade 1	121
Grade 2	101
Grade 3	91
Grade 4	121
Grade 5	102
Total Enrollment	616

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	1.8
Filipino	0.5
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.2
White	19.5
Two or More Races	0.3
Socioeconomically Disadvantaged	57.8
English Learners	26
Students with Disabilities	11.7
Foster Youth	1.1

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			
Ladd Lane Elementary School	13-14	14-15	15-16
With Full Credential		30	30
Without Full Credential		1	0
Teaching Outside Subject Area of Competence		0	0
Hollister School District	13-14	14-15	15-16
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ladd Lane Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	93.0	7.0
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	100.0	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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Houghton Mifflin Reading, Medallion Edition, Copr. 2003, 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5: My Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Visual and Performing Arts Standards and Framework The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned.

*Facility inspection was conducted at the beginning of the year. All items requiring repair have been or are being addressed with any safety issue having the highest priority. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. Measure M will upgrade fire alarm and security systems, improve access to classroom technology, and provide better school access to people with disabilities, among other improvements. For a complete list of projects go to http://www.hesd.org/departments/facilities/measure_m.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 4, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	34	32	44
Math	23	23	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	69	77	55	56	55	53	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.70	22.50	14.70

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	55
Male	55
Female	56
Black or African American	--
Asian	--
Hispanic or Latino	44
White	75
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	33
Students with Disabilities	48
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	90	97.8	33	31	24	11
	4	120	120	100.0	45	21	20	14
	5	101	96	95.0	39	30	24	7
Male	3		48	52.2	35	38	23	4
	4		66	55.0	47	18	21	14
	5		43	42.6	44	28	23	5
Female	3		42	45.7	31	24	26	19
	4		54	45.0	43	24	19	15
	5		53	52.5	34	32	25	9
Black or African American	4		2	1.7	--	--	--	--
	5		1	1.0	--	--	--	--
American Indian or Alaska Native	5		1	1.0	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.1	--	--	--	--
	4		3	2.5	--	--	--	--
	5		3	3.0	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	0.8	--	--	--	--
Hispanic or Latino	3		51	55.4	53	27	18	2
	4		79	65.8	53	22	15	10
	5		61	60.4	39	33	23	5
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		26	28.3	8	31	42	19
	4		23	19.2	39	22	22	17
	5		25	24.8	36	28	28	8
Two or More Races	3		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		42	45.7	60	26	10	5
	4		66	55.0	58	20	20	3
	5		60	59.4	43	28	23	5
English Learners	3		18	19.6	50	28	22	0
	4		33	27.5	64	15	15	6
	5		33	32.7	52	33	12	3
Students with Disabilities	3		3	3.3	--	--	--	--
	4		7	5.8	--	--	--	--
	5		11	10.9	64	18	18	0
Students Receiving Migrant Education Services	3		5	5.4	--	--	--	--
	4		8	6.7	--	--	--	--
	5		11	10.9	45	36	18	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	91	98.9	47	29	19	5
	4	120	119	99.2	34	32	27	8
	5	101	96	95.0	59	32	6	2
Male	3		48	52.2	48	23	23	6
	4		66	55.0	27	39	27	6
	5		43	42.6	58	35	5	2
Female	3		43	46.7	47	35	14	5
	4		53	44.2	42	23	26	9
	5		53	52.5	60	30	8	2
Black or African American	4		1	0.8	--	--	--	--
	5		1	1.0	--	--	--	--
American Indian or Alaska Native	5		1	1.0	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	4		3	2.5	--	--	--	--
	5		3	3.0	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	0.8	--	--	--	--
Hispanic or Latino	3		52	56.5	67	19	10	4
	4		79	65.8	46	29	20	5
	5		61	60.4	62	31	7	0
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		26	28.3	19	46	23	12
	4		23	19.2	13	43	30	13
	5		25	24.8	52	36	8	4
Two or More Races	3		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		43	46.7	72	16	12	0
	4		66	55.0	45	33	18	3
	5		60	59.4	62	32	7	0
English Learners	3		18	19.6	67	22	11	0
	4		33	27.5	55	24	21	0
	5		33	32.7	73	24	0	3
Students with Disabilities	3		3	3.3	--	--	--	--
	4		7	5.8	--	--	--	--
	5		11	10.9	73	18	0	9

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		6	6.5	--	--	--	--
	4		8	6.7	--	--	--	--
	5		11	10.9	73	18	9	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents and the community are very supportive of educational programs at the school. Parents play a very active role by participating in various school clubs and activities including classroom volunteers, field trip chaperons, Parent Club activities, and organizing special events. Many programs, such as our classroom activities and facilities are enriched by contributions made by the Parent Club. Parents also participate in the School Site Council which makes decisions regarding the school plan, to ensure high quality instructional goals. This is an important committee at Ladd Lane School. Each parent representative of the School Site Council is elected to a two year term. These elected parent representatives gain important knowledge about education in the California Public Schools. The School Site Council meets monthly with dates posted in the parent newsletter. The Parent Club meets the first Wednesday of each month at 6:30 p.m. in the room H8. Please contact the Parent Club office at 636-4490 x154 or feel free to attend a meeting to become involved. We also hold annual LexiaCore5 Parent Night, Accelerated Reader Parent night and Thinking Maps Parent night. These three events are well attended and very much appreciated by the community.

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

Student and staff safety is a primary concern. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness and comprehensive safety plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake drills and lock down drills are conducted regularly. A record of evacuation times are kept on file in the main office. The comprehensive safety plan outlines a focus, goal, objectives and budget for the following five areas: Characteristics and Students and Staff, School's Physical Environment, School's Social Environment, School's Culture, and Safe School Plan. The School Site Council meets regularly and addresses the programs and components that make up the school plan including the safety plan. This committee consists of the principal, elected teachers, elected parents. The school plan for Ladd Lane Elementary School is updated yearly, the safety plan s updated on a two year cycle. Protocols and evacuation maps are in each classroom, office and multipurpose room. These posted protocols are available for law enforcement, district, local officials and parent review. In addition, all visitors and volunteers to the campus are required to sign in and out at the office and display a visitors badge at all times. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, the school staff and yard supervisors. We also have a school wide discipline matrix with definitions that is shared with parents and posted on the website.

Last Review and Update: Nov 2015

Last Discussed with Staff: Dec 2015

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	1.42	0.62	1.52
Expulsions Rate	0.24	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.49	4.88	4.61
Expulsions Rate	0.10	0.12	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	9	
Percent of Schools Currently in Program Improvement	81.8	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	20	25	2	2		4	4	3			
1	34	27	28					4	4	2		
2	34	25	24					3	4	3		
3	25	33	24	1		1	3	1	3	1	3	
4	29	33	30				3		4		3	
5	27	29	26	1		1		3	1	3		2
6	33	25			1		1	4		3		
Other	35	8	7		1	2				1		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

In the most recent 3 years, the district has dedicated a total of 12 days to staff development. Four district-wide Professional Development days are provided for teachers on non-student days. The District focus is on training all teachers in the use of Thinking Maps and Path to Proficiency for English Learners. This decision was based on the data that showed an increasing achievement gap for English Learners. Staff development is also now focused on the Common Core State Standards and the technology needed to implement CCSS and the CAASPP. Teachers have also all received training in, and implement, Professional Learning Communities (PLCs) and Response to Intervention (RTI). Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in their Professional Learning Communities. Future district-wide Professional Development will focus on more writing development, Next Generation Science Standards and training for the new English Language Arts/English Language Development curriculum when adopted.

New teachers receive Beginning Teacher Support and Assessment (BTSA)/Induction services, sponsored by the district. The Peer Assistance Review (PAR) Program provides new teachers and volunteer and assigned veteran teachers with personal support and guidance. PLC grade level teams collaborate two to three hours a week (with the addition of our Physical Education Teacher, who takes groups of students, allowing the classroom teachers time to collaborate). All training and curriculum development are aligned to the Common Core Standards and appropriate instructional strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,267	\$43,091
Mid-Range Teacher Salary	\$63,419	\$70,247
Highest Teacher Salary	\$88,451	\$89,152
Average Principal Salary (ES)	\$93,645	\$112,492
Average Principal Salary (MS)	\$97,435	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$177,250	\$192,072
Percent of District Budget		
Teacher Salaries	39%	41%
Administrative Salaries	6%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,815	\$1,315	\$3,501	\$78,329
District	♦	♦	\$7,066	\$70,820
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-50.5	10.6
Percent Difference: School Site/ State			-34.5	7.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2014/15 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II - Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. Using general fund money in combination with categorical funding, the district provided every K - 5 elementary site (also the K - 6 and K - 8 sites) with a Resource Teacher, an Intervention Teacher and a Physical Education Teacher. The Resource Teacher coordinates resources, and provides services to students, in each site's Response to Intervention program. The Intervention Teacher plans with teachers and provides small group intervention instruction. The P.E. Teacher provides instruction to grade level groups of students, allowing the teachers more time to collaborate about instruction and/or provide intervention instruction. Students who qualify also participate in before or after school intervention classes, provided through the Supplemental Education Services, Title I. Students who qualify through Migrant Education receive additional intervention services. Site-based Title I funds are used to support English Language Learners through the use of intervention classes before/after school and to upgrade/improve school technology (through the purchase of Chrome Box TV's and Elmo Document Cameras).

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, the county, and the state. 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.