

# Creekside Middle School

19722 Center Street • Castro Valley, CA 94546 • (510) 247-0665 • Grades 6-8

Jaliza Eagles, Principal

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<http://www.cv.k12.ca.us/creekside>



## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

[www.cv.k12.ca.us](http://www.cv.k12.ca.us)

#### District Governing Board

Jo A. S Loss, Trustee

Dot Theodore Trustee

Charmaine Banther, Trustee

Gary C. Howard, Trustee

#### District Administration

Parvin Ahmadi

**Superintendent**

Mary Boyle

**Assistant Superintendent,**

**Educational Services**

Dr. Sherri Beetz

**Assistant Superintendent,**

**Human Resources**

Dr. Candi Clark

**Assistant Superintendent,**

**Business Services**

### School Description:

On behalf of the entire staff at Creekside Middle School, I am pleased to present our annual "report card" to our parents and the community. In the fall of 1997, Creekside opened with a hope, a steady focus, a pride, a determination and a joy that has defined us ever since. We opened in response to the growing middle school population and the desire of parents, staff and students to create a smaller community, where students who might otherwise be lost can form a close connection with adults and their peers, and where all students can thrive. Our block schedule, team-taught core classes, counseling programs, articulated Exploratory wheel, daily Advisory, Booster classes, Homework Clubs, VAPA, and athletic programs, are among the strategies by which we assure every Creekside student is known and valued. The model we chose from inception was of collaboration, team building, and shared governance. We are committed to challenging students to grow without stripping away any of the magic and wonder of childhood. This hard work is bearing rewards as we continue to improve achievement each year.

Creekside enjoys an exemplary facility, well cared for and maintained by an excellent custodial staff who are a valued and respected part of our school community. Large classrooms provide an optimal learning environment, patios and courtyards offer a relaxing atmosphere where students eat meals, and playground space is optimized for sports activities. Daily we are making our Creekside Mission a reality!

### Our Mission Statement

Cultivating academic excellence, equity and responsibility for all.

### Our Creekside Mission:

- We are a community of students, staff, and parents dedicated to helping each other grow as life-long learners.
- We value the differences and similarities in people.
- We believe every child can find success in a nurturing, safe environment.
- We challenge students by providing a rigorous academic program.
- We promote respect for ourselves and for others.
- We celebrate learning as a sharing, laughing, risking, questioning, growing, experience.

## 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
Grade 6	258
Grade 7	274
Grade 8	261
<b>Total Enrollment</b>	<b>793</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.5
Asian	22.6
Filipino	3.7
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0.6
White	37.6
Two or More Races	9.1
Socioeconomically Disadvantaged	19.9
English Learners	3.4
Students with Disabilities	8.4
Foster Youth	0.1

## 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			
Creekside Middle School	14-15	15-16	16-17
<b>With Full Credential</b>	31	37	36
<b>Without Full Credential</b>	0	1	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Castro Valley Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	441
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Middle School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

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	100.0	0.0
High-Poverty Schools	100.0	0.0
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 2016-17)

All students have access to state-adopted instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson California Literature The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill California Math College Preparatory Math (Integrated Math) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Holt Rinehart The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Pearson Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	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)

The current facilities were renovated in 1997. Following guidelines from the Americans with Disabilities Act, renovations were made to provide better access to the front of the school and restrooms. During the summer of 2003, modifications were made to the science wing. As a result of voters passing Measure D, a new gymnasium was completed in the fall of 2005 and improvements were made to the lower playing fields. Thanks to the passage of Measure B in November 2005, Creekside went through major seismic reconstruction and building upgrades. The size of the library was more than doubled, 6th grade science classrooms and the band room were renovated, and a choir room was added. Fencing, cameras, and lighting provided additional safety measures. In 2016, voters approved Measure G which will bring many improvements to the campus. maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 28, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Thermostats inadequate. C Wing-Heating inadequate on coldest days
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October 28, 2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs		X			Admin Wing-Dry rot in quad and front.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Admin Wing-Thermostats inadequate. Patio needs concrete work. Asphalt needs to be redone, safety issue. Ramps for 22-26 & 25.
<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

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
<b>Science</b>	89	93	92	78	73	76	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
<b>7</b>	10.5	25.1	49.8

\* 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 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
<b>ELA</b>	71	69	64	68	44	48
<b>Math</b>	60	62	53	59	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	262	256	97.7	92.2
Male	120	117	97.5	92.3
Female	142	139	97.9	92.1
Asian	59	59	100.0	96.6
Filipino	12	12	100.0	100.0
Hispanic or Latino	52	50	96.2	80.0
White	101	98	97.0	93.9
Two or More Races	23	22	95.7	100.0
Socioeconomically Disadvantaged	47	46	97.9	82.6
Students with Disabilities	16	15	93.8	60.0

\* 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.

**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
All Students	6	261	258	98.8	66.7
	7	269	261	97.0	69.3
	8	262	253	96.6	70.4
Male	6	120	119	99.2	62.2
	7	145	140	96.5	60.0
	8	120	116	96.7	65.5
Female	6	141	139	98.6	70.5
	7	124	121	97.6	80.2
	8	142	137	96.5	74.5
Black or African American	6	11	11	100.0	45.5
Asian	6	63	63	100.0	79.4
	7	57	57	100.0	89.5
	8	59	59	100.0	79.7
Filipino	8	12	12	100.0	66.7
Hispanic or Latino	6	53	52	98.1	51.9
	7	57	55	96.5	52.7
	8	52	48	92.3	43.8
White	6	93	91	97.8	70.3
	7	104	101	97.1	71.3
	8	101	97	96.0	76.3

**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
Two or More Races	6	24	24	100.0	58.3
	7	24	23	95.8	60.9
	8	23	22	95.7	86.4
Socioeconomically Disadvantaged	6	63	63	100.0	46.0
	7	51	50	98.0	48.0
	8	47	45	95.7	51.1
English Learners	6	11	10	90.9	20.0
Students with Disabilities	6	20	20	100.0	10.0
	7	33	31	93.9	
	8	16	15	93.8	6.7

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	6	261	258	98.8	59.7
	7	269	260	96.7	56.9
	8	269	260	96.7	56.9
Male	6	120	119	99.2	60.5
	7	145	139	95.9	54.0
	8	145	139	95.9	54.0
Female	6	141	139	98.6	59.0
	7	124	121	97.6	60.3
	8	124	121	97.6	60.3
Black or African American	6	11	11	100.0	27.3
Asian	6	63	63	100.0	73.0
	7	57	57	100.0	84.2
	8	57	57	100.0	84.2
Hispanic or Latino	6	53	52	98.1	42.3
	7	57	54	94.7	37.0
	8	57	54	94.7	37.0

**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
White	6	93	91	97.8	61.5
	7	104	101	97.1	58.4
	8	104	101	97.1	58.4
Two or More Races	6	24	24	100.0	62.5
	7	24	23	95.8	47.8
	8	24	23	95.8	47.8
Socioeconomically Disadvantaged	6	63	63	100.0	36.5
	7	51	50	98.0	32.0
	8	51	50	98.0	32.0
English Learners	6	11	10	90.9	10.0
Students with Disabilities	6	20	20	100.0	5.0
	7	33	31	93.9	
	8	33	31	93.9	

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)

A key motivation for our very creation was the deep desire of middle school parents to create a smaller, more personalized learning environment in which every student; and family; could and would be known and valued. From that early visioning through the present, parents have been full partners in making Creekside the excellent, inclusive, and vibrant school it is. Parents actively serve on our SSC, Athletic Booster Club, Music Parents Society, Superintendent's Leadership Council, and Community Outreach. Our Parent Teacher Club is a key dynamic presence within our community, providing parent education programs, fund-raising, planning and sponsoring student activities, from our Book Fair, to 8th grade commencement, to grade-level field trips. The PTC supports core instructional programs, technology, the library, music programs, and athletics programs. We regularly elicit family input through meetings and come together in community events that include Family Pot Luck, Back-to-School Night, Open House, Academic and Athletic Awards Nights, Curriculum Nights, as well as at smaller meetings, presentations and events. The Creekside Currents is sent home monthly and is also posted on our web site along with a great deal of other school information. We often use our email distribution list to communicate with parents as well.

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Creekside Middle School office at 510-247-0665. The principal, Ms. Jaliza Eagles, can be reached by email at: jeagles@cv.k12.ca.us.

#### 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

Creekside Middle School strives to maintain a safe, healthy, nurturing, and orderly school campus that encourages positive attitudes in students and staff. Programs, such as Renaissance, WEB (Where Everybody Belongs), Leadership, our award-winning Esperanza Club, and Youth-to-Youth foster a community that internalizes the dignity and worth of each individual. Our teachers devote time to sixteen after-school clubs, including homework clubs, robotics, diversity clubs (Gay/Straight Alliance, GSA), a bullying prevention club (Power Pac), a technology club, California Junior Scholarship Foundation (CJSF), and a book club. Anti-bullying assemblies, "Nightmare on Puberty Street", athletics, arts programs, and counselor presentations promote a positive school climate.

To ensure student safety, teachers supervise students on campus before and after school. In addition, there is a full-time campus patroller who monitors students and the campus throughout the school day. All visitors must sign in at the main office and receive proper authorization to be at Creekside. Visitors are asked by the school site staff to display their passes at all times.

At the beginning of each year, Creekside's safety plan is reviewed, evaluated, and updated by staff. Emergency drills are held on a regular basis; fire and earthquake drills are held once each quarter, and secure campus drills are conducted twice a year. Our staff is prepared to provide 72 hours of emergency service, and a PTC Emergency Preparedness fund ensures that equipment, food supplies, and necessary materials are in place, in case of an emergency situation.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.1	4.0	3.7
Expulsions Rate	3.5	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.5	3.3	2.3
Expulsions Rate	0.1	0.1	0.0
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
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.75
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

\* 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	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	33	32	32				5	10	10	11	6	6
Mathematics	31	32	32				9	7	7	8	9	9
Science	33	32	32				6	11	11	10	5	5
Social Science	33	32	32				6	8	8	10	8	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 provided for Teachers**

Each year, certificated staff and administrators review CST scores. CST data is analyzed, and teachers learn their students' areas of strength and those areas needing improvement. School wide goals are developed in collaboration with the School Site Council and are included in the School Site Single Plan. The administrative staff and counselors analyze grade reports to determine students needing additional support. Staff identifies students who are below proficiency levels, hold conferences with parents, and offer a pyramid of interventions within the classroom and outside the school day. These steps lead to the school wide staff development plan.

During the 2015-16 school year, certificated staff participated in district professional development days as well as site ( Culturally and Linguistically relevant teaching, Response to Intervention) and content related (i.e. Science days, annual math conference, library workshops) professional development. A schedule change allowed both Castro Valley middle schools to collaborate in five half-days of professional development. During staff development, the focus areas were Implementation of the Common Core State Standards, Identifying Essential Standards, and Developing Formative and Summative Assessments. A weekly collaboration schedule occurs every Wednesday, and staff meetings are held once or twice a month.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,970	\$43,821
Mid-Range Teacher Salary	\$74,167	\$69,131
Highest Teacher Salary	\$95,085	\$89,259
Average Principal Salary (ES)	\$122,650	\$108,566
Average Principal Salary (MS)	\$134,801	\$115,375
Average Principal Salary (HS)	\$105,275	\$125,650
Superintendent Salary	\$288,540	\$198,772
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	6%	6%

\* 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	\$4,898	\$202	\$4,696	\$75,775
District	♦	♦	\$4,730	\$75,646
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-0.7	5.6
Percent Difference: School Site/ State			-12.2	9.4

\* Cells with ♦ do not require data.

**Types of Services Funded**

- Educator Effectiveness
- Lottery: Instructional Materials
- NCLB: Title I, Part A, Basic Grants Low-Income & Neglected
- NCLB: Title II, Part A, Improving Teacher Quality
- NCLB: Title III, Immigrant Education
- NCLB: Title III, Limited English Proficient

\*Ongoing Federal & State Programs Only

**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.