



# Woodland Prairie Elementary School Site Council

1444 Stetson St. • Woodland, CA 95776 • (530) 662-2898 • Grades K-6

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjusd.org

#### District Governing Board

Michael Pyeatt, President  
Tico Zendejas, Vice President  
Tania Tafoya, Clerk  
Morgan Childers  
Debbie Decker  
Teresa Guerrero  
Karen Rosenkilde-Bayne

#### District Administration

Thomas Pritchard  
Superintendent  
Stacy Spector  
Assistant Superintendent  
Educational Services  
  
Lewis Wiley, Jr.  
Assistant Superintendent  
Business Services  
  
Danyel Conolley  
Senior Director  
Human Resource Services

### School Description

#### Principal's Message

Welcome to Woodland Prairie, home of the pumas! Woodland Prairie has a 27-year history of serving children and families in Woodland. We believe in a strong partnership between the home and the school, and we look forward to building those connections with our students and all the adults who help to make them successful. We have a strong academic program with two distinct strands: one is a Dual Immersion strand for families who wish for their children to become literate in both Spanish and English and the other is an English Language Mainstream strand that provides excellent English language development and strong content area instruction. We also offer an after-school program for students who meet the criteria, and that program runs every day that school is in session for 3 hours after school is released. We are now working with the new Common Core State Standards, and our students are getting college and career ready from the time they start with us in our Transitional Kindergarten program. We look forward to an excellent year this year!

#### School Vision

At Woodland Prairie all students will develop the necessary academic, personal, and social skills to become self-directed, life-long learners.

Our school community is committed to providing students with a well-rounded, academically rigorous, standards-based instructional program. In addition to core academics, our program includes the arts and fosters creativity, problem-solving, critical thinking skills, the joy of learning and the development of healthy habits for life.

Students, staff, parents and community members are committed to one another as we work together to maintain a positive, caring, and inclusive learning environment. We encourage responsible citizenship, productivity and collaboration. We affirm our diversity through multicultural education and act in ways that strengthen our community.

#### School Mission Statement

It is the mission of Woodland Prairie School to educate each student by

- Working collaboratively to provide a high quality, articulated, standards based instructional program
- Ensuring that every student will continue to advance toward proficiency and beyond in the core academic subjects
- Developing students' ability to work independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems so that all students will succeed
- Developing home-school connections in support of student learning
- Using data to evaluate/improve school programs and to inform instruction

#### Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,550 students in the 2016-2017 school year.

Woodland Prairie Elementary School operates on a traditional schedule, and during the 2017-18 school year, 728 students were enrolled in grades transitional kindergarten through six.

### 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	143
Grade 1	99
Grade 2	120
Grade 3	86
Grade 4	95
Grade 5	97
Grade 6	88
<b>Total Enrollment</b>	<b>728</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	7.6
Filipino	0
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	0.1
White	7.4
Two or More Races	0.4
Socioeconomically Disadvantaged	87.9
English Learners	61.3
Students with Disabilities	7.7
Foster Youth	0.4

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Woodland Prairie Elementary School Site	15-16	16-17	17-18
With Full Credential	38	31	31
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	1	1
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	471
Without Full Credential	◆	◆	16
Teaching Outside Subject Area of Competence	◆	◆	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Woodland Prairie Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	32
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* "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 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions  Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Adopted 2006  Scott Foresman Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

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

Woodland Prairie Elementary School, originally constructed in 1986, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 23 classrooms, one library, one multipurpose room, one staff room, and two playgrounds, one computer lab, and two triple wide buildings for a Special Day Class Preschool. Facility information is current as of September 13, 2017.

#### Cleaning Process

The Principal works daily with the custodial staff of three (2 full-time, 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
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	B - Wing Main Corridor: Right as you walk into the B-wing corridor to the left is a hole in the ceiling. It looks to be from I.T. B-2: Ceiling tile was stained and needs replacement.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				D-wing Corridor: A ceiling tile has a hole in it. Multi-purpose: Fire Extinguisher - 11/21/2016. There may be a leak in the low ceiling. Dry wall repair is needed on the leak in the ceiling. Work order numbers 26123 and 26124 were completed for needed repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Classroom B-8: Hanging items could potentially trip motion detector. There were excess cobwebs in the window sill. There was no fire extinguisher present. There were stained ceiling tiles in the room. Classroom D-6: Cobwebs and dust along window sill. No fire extinguisher D-wing Boys Restroom: There was a wood nailed behind the soap dispenser. The wood needs to be removed. The caulking on the urinal needs to be re-finished, looks unsightly and dirty. Work order number 26126 was completed for needed repairs.
<b>Electrical:</b> Electrical	X			D-3: Microwave and fridge plugged into surge protector. Work order number 26127 was completed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		B-wing left Restrooms you walk in: 3rd stall has a vacuum breaker that needs to be replaced. D-1: Drinking fountain needs adjustment. Work order numbers 26123 and 26126 were completed for needed repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			General: IDF cabinets have been installed in multiple locations including hallways and do not meet minimum ADA requirements. Projections higher than 27" and less than 80" may project no more than 4" from the adjacent surface. This is an ADA and safety issue. Multipurpose: Fire extinguishers serviced 11/14. Classroom D2: 2 tall bookcases unrestrained (WO 16311 completed). Corrective Action: Trip hazards (data cords across walkways) have been corrected by site staff. We are working with site administrator to train and inform staff of potential safety issues and Williams Act requirements. This will be ongoing.
<b>Structural:</b> Structural Damage, Roofs	X			Multi-purpose: Fire Extinguisher - 11/21/2016. There may be a leak in the low ceiling. Dry wall repair is needed on the leak in the ceiling.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: September 2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
				Portable Restroom - Girls: Siding is exposed near window. Increases the potential for dry-rot.	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground/ equipment area: Redistributed fall zone bark. Bark displaced with some areas having very little material. Minor potholes in playground.	
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] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	29	31	40	38	48	48
Math	18	22	27	27	36	37

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	50	49	53	48	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.7	10.5	35.8

\* 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 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	88	85	96.6	49.4
Male	46	43	93.5	55.8
Female	42	42	100.0	42.9
Hispanic or Latino	69	67	97.1	46.3
Socioeconomically Disadvantaged	83	81	97.6	48.2
English Learners	40	39	97.5	20.5

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	362	98.1	31.22
Male	187	185	98.93	29.19
Female	182	177	97.25	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.43	48.15
Hispanic or Latino	303	297	98.02	28.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100	44.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	341	338	99.12	30.47
English Learners	265	258	97.36	27.52
Students with Disabilities	29	29	100	6.9
Students Receiving Migrant Education Services	18	18	100	38.89
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	370	369	99.73	22.01
Male	188	188	100	22.46
Female	182	181	99.45	21.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.43	37.04
Hispanic or Latino	303	303	100	19.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	342	341	99.71	20.59
English Learners	265	264	99.62	18.94
Students with Disabilities	28	28	100	0
Students Receiving Migrant Education Services	18	18	100	22.22
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

Here at Woodland Prairie we believe our school works better because of the partnerships we form with families and the surrounding community. We know that parent involvement comes as early as the conversations parents have with their children about school before they even start in our Transitional Kinder and can look several different ways through the whole time children are in school. We offer several ways for parents to get involved with their children's education and help make the school a stronger institution. Join us for any of our informal events such as Coffee and Conversation on the last Tuesday morning of the month or the Family Information and Entertainment Meals on the last Tuesday evening of the month. You can also join us as part of our parent groups such as the PTA or the English Learner Advisory Council. If you are interested in working on policy and budgeting, you can also join our School Site Council or our District Site Liaison team. Even if you are not able to attend these events, you can stay involved by checking our website, and making sure we have your correct contact information so that you receive our weekly phone calls.

#### Contact Information

Parents who wish to participate in Woodland Prairie Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-2898. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) provides a variety of resources for parents, students and community members.

#### 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

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. A courtesy crew, students from the intermediate grades, assists younger students exiting their cars during the morning drop-off. Visitors to the school must check in at the office and wear a visitor's badge while on campus. We are continuing our efforts to improve the safety of the physical campus. This year we received a gate which allows us to close off access to the park that is adjacent to the school. We are also looking into the possibility of adding a fence around the entire campus to reduce traffic on the school campus after hours.

Woodland Prairie Elementary School's Site Safety Plan is revised each fall by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and annual disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.9	4.6	5.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.625
Psychologist	.4
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1.5
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.



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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	24		4		6	2	6			
1	24	24	20			2	4	5	3			
2	22	24	24				4	4	5			
3	30	31	29				3	3	3			
4	29	32	32				3	2	3		1	
5	33	29	32				1	3	2	2		1
6	30	32	30				3	3	3			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Professional Development provided for Teachers**

The district provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,475	\$46,511
Mid-Range Teacher Salary	\$62,310	\$73,293
Highest Teacher Salary	\$86,258	\$92,082
Average Principal Salary (ES)	\$106,757	\$113,263
Average Principal Salary (MS)	\$114,823	\$120,172
Average Principal Salary (HS)	\$121,527	\$131,203
Superintendent Salary	\$211,312	\$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,687	\$1,070	\$3,616	\$61,802
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-12.4	1.4
Percent Difference: School Site/ State			-32.4	-10.8

\* Cells with ♦ do not require data.

**Types of Services Funded**

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements). Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling Grant Title I Title II Title III Special Ed-State Medi-Cal Small Learning Communities Partnership Academies

**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.