

# Santa Clara Elementary School

Santa Clara Elementary School District

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-6

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**Kari Skidmore**

Superintendent/Principal

## Principal's Message

Santa Clara is a single school district, located in Ventura County midway between the cities of Fillmore and Santa Paula on Highway 126. The school is over one hundred years old. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. Santa Clara Elementary is a single school district with fewer than 60 students. The staff is small: two teachers, a part-time instructional aide, a part-time music instructor, one teacher/principal/superintendent, a part-time secretary, a part-time custodian, and other contracted services. School staff is dedicated to providing the kindergarten through sixth grade students with a safe, respectful, and accepting atmosphere where every student can learn. Our balanced curriculum emphasizes basic skills and creativity. The State Standards direct instruction. We strive to provide all students with the tools and experience to achieve personal excellence in academic learning, critical thinking, self-expression, and citizenship.

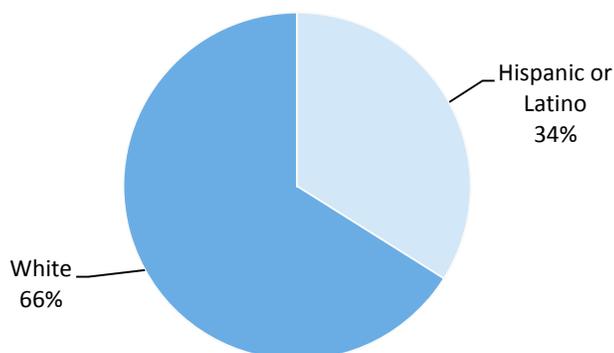
## Parental Involvement

Parents are encouraged to be partners in their children's education. Parents play a crucial role at Santa Clara through their active participation and involvement. There are two active, organized parent groups: the School Site Council (SSC) discusses and approves categorical programs, and the Parent Teacher Organization (PTO) raises money and in many other ways supports Santa Clara Elementary and its students. The SSC serves as the advisory council for all categorical programs. Communication is open and ongoing.

For more information on how to become involved, please contact Kari Skidmore, Principal, at (805) 525-4573.

## Enrollment and Demographics

The total enrollment at the school was 56 students for the 2009-10 school year.



*"Little Red Schoolhouse"*



## Mission Statement

Santa Clara Elementary strives to provide a challenging education that fulfills the child's natural desire to learn. We offer a standards-based curriculum taught in multi-grade classrooms. Our school nurtures confident and creative individuals by making art, music and drama an essential part of the learning process.

Santa Clara's unique size lends itself to a family-like atmosphere.

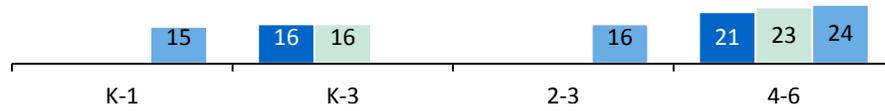
Collaborative efforts from teachers, parents, staff, and community members encourage students to ask questions, solve problems and make thoughtful decisions in every day life.



**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-1							1		
K-3	1			1					
2-3							1		
4-6		1			1			1	

**Professional Development**

Santa Clara School established kindergarten through sixth grade level standards which are aligned with the State Board of Education standards. Professional development activities were designed to train teachers to provide instruction that will enable students to meet the standards and implement the State educational program. There are three student-free staff development days added to the 180-day school calendar. In addition, teachers attended workshops offered by the county, professional organizations, and colleges and universities. One hundred percent of the teachers participated in staff development.

For the previous three school years, we had three days each year dedicated to staff and professional development.

**Textbooks and Instructional Materials**

Santa Clara provides students with State-adopted textbooks. Instructional materials are purchased to support the curriculum. The curriculum is aligned with the State Frameworks and Standards. The Santa Clara School District receives funding for the purchase of textbooks that support the Standards. The school staff evaluates the State-approved textbooks available each year and determines which books would be the most appropriate for our students.

*Accelerated Reader* books were purchased through Perma-Bound for the Library.

All students in visual and performing arts classes (which include music history, general music, tone chimes, recorders, theater, painting, and drawing) have access to the appropriate textbooks and instructional materials. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

**Textbooks and Instructional Materials List**

Subject	Textbook	Adopted
English-Language Arts	SRA Open Court (K-6)	2002-03
Mathematics	Macmillan/McGraw-Hill (K-6)	2001-02
Science	McGraw-Hill (K-6)	2007
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Prentice Hall (6)	2006

**Note:** This data was most recently collected and verified in September 2010.

“School staff is dedicated to providing the kindergarten through sixth grade students with a safe, respectful, and accepting atmosphere where every student can learn.”



**Availability of Textbooks and Instructional Materials**

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Santa Clara ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
✧ Not applicable.	

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Exemplary
<b>Date of the Most Recent School Site Inspection</b>			08/18/2010
<b>Date of the Most Recent Completion of the Inspection Form</b>			08/18/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### School Facilities

Santa Clara is located on a 1.7-acre site. The school contains one permanent classroom and two relocatable classrooms. The schoolhouse (the permanent classroom) is a historic structure classified by the Ventura County Historical Society as a Historic Landmark. The facilities are used to house a library, kitchen, computer areas, resource area, classrooms, and office area. The schoolhouse serves as a multipurpose room for students to gather, for parents to gather, for program performances, and, on occasion, as an eating area for students.

Procedures are in place regarding campus safety for fire, earthquake, and emergency preparedness. Order and safety on campus are a high priority. The school secretary also serves as the yard supervisor for recess and lunch. The ratio of students to playground supervisors is no more than 28:1. The Santa Clara custodian cleans the rooms every other day. He is conscientious and hardworking in maintaining a clean school. The school is regularly inspected for safety. School facilities are regularly maintained and repaired.

New asphalt was laid on the handball court August 2010. New carpet was installed in the portable classrooms in August 2010.

The State School Deferred Maintenance Program provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted no funds for the Deferred Maintenance Program, due to the economic crisis in the State and the lifting of this requirement by the State.



*“Parents are encouraged to be partners in their children’s education.”*

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Santa Clara ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Santa Clara ESD			
07-08	08-09	09-10	
0.000	0.000	0.000	
Expulsion Rate			
Santa Clara ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Santa Clara ESD			
07-08	08-09	09-10	
0.000	0.000	0.000	

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Santa Clara ES			Santa Clara ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	95%	84%	86%	95%	84%	86%	46%	50%	52%
Mathematics	92%	95%	84%	92%	95%	84%	43%	46%	48%
Science	0%	0%	0%	0%	0%	0%	46%	50%	54%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### STAR Results by Student Group:

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	86%	84%	❖
All Students at the School	86%	84%	❖
Male	90%	86%	❖
Female	83%	83%	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	80%	80%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	88%	84%	❖
Socioeconomically Disadvantaged	82%	73%	❖
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

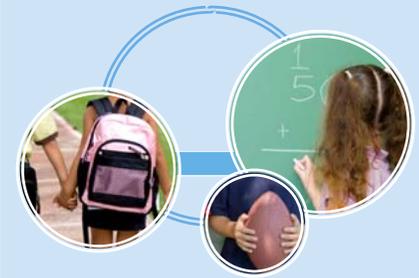
API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	10 *	10 *	10 *
Similar Schools API Rank	*	*	◇

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.  
◇ Information not available.

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	10	-13	2
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



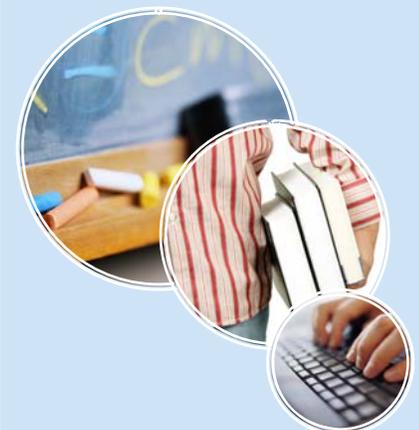
### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Santa Clara ES	Santa Clara ESD	California
All Students at the School	938	938	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Santa Clara ES	Santa Clara ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



School Safety

Santa Clara School acknowledges responsibility to create a learning environment that will allow students to achieve at least grade level standards, develop self-discipline, take responsibility for their actions and learn to work cooperatively with others. To accomplish this, educators maintain high expectations for student behavior and communicate these through a Discipline Plan. The Plan is distributed to the students and parents annually in the Santa Clara Handbook. Severe misbehavior results in a referral to the principal. Suspension from school can be the result of extreme misbehavior. The Board of Education can expel a student for a serious offense. The regulations for suspension and expulsion are explained in the Handbook. The purpose of the discipline policy is to assist students in taking responsibility for their own behavior. School rules are clearly stated and discussed with the students. Rules, rewards, and consequences are enforced fairly and consistently. Except for minor infractions, teachers contact the parents when rules are broken. Classroom disruptions are minimal and student referrals to the principal are rare.

A variety of activities and programs provide Santa Clara students special recognition and fun participation throughout the course of the school year. The emphasis is on positive reinforcement of responsible behavior.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2010.

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Santa Clara ES		Santa Clara ESD	
<b>Met Overall AYP</b>	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.00
<b>Ratio of Students Per Academic Counselor</b>	✧
Support Staff	FTE
<b>Counselor (Social Behavioral or Career Development)</b>	0.00
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.00
<b>Psychologist</b>	0.00
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/Language/Hearing Specialist</b>	0.00
<b>Resource Specialist (non-teaching)</b>	0.00
<b>Other</b>	0.00

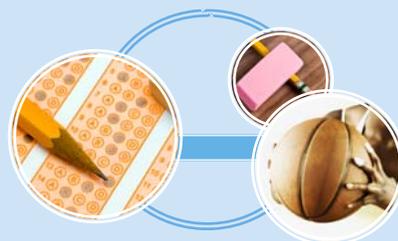
✧ Not applicable.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



*“Affectionately known as the ‘Little Red Schoolhouse,’ Santa Clara is both a historic landmark and a place for up-to-date education.”*

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Teacher Qualifications

Teacher Credential Information				
	Santa Clara ESD	Santa Clara ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	3	3	3	3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Santa Clara ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Santa Clara ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Santa Clara Elementary School. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Santa Clara ESD	Similar Sized District
Beginning Teacher Salary	\$41,013	\$38,905
Mid-Range Teacher Salary	\$58,375	\$56,504
Highest Teacher Salary	\$74,023	\$71,750
Average Principal Salary	⊛	\$92,053
Superintendent Salary	⊛	\$111,055
Teacher Salaries — Percent of Budget	44.80%	37.90%
Administrative Salaries — Percent of Budget	0.00%	6.80%

⊛ Single-site districts are not required to display this data. (*Education Code Section 41409.3*).

### School Financial Data

The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Santa Clara ES
Total Expenditures Per Pupil	\$8,390
Expenditures Per Pupil From Restricted Sources	\$1,382
Expenditures Per Pupil From Unrestricted Sources	\$7,008
Annual Average Teacher Salary	\$54,652

### Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Santa Clara ES	\$7,008	\$54,652
Santa Clara ESD	\$7,008	\$54,652
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	18.9%	-4.9%

◆ Because Santa Clara ESD is a single-site district, the percent difference does not apply.

### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### Types of Services Funded

In addition to the funding provided by the State, Santa Clara participates in the following categorical programs:

- Title II/Improving Teacher Quality
- Title II/Technology
- Title IV/Drug Free Schools
- Title V/Innovative Ed
- Title VI/REAP Flexibility
- School Safety and Violence Prevention
- Economic Impact Aid
- SBCP

There are also funds available for library books, staff development, technology, and Class Size Reduction.

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.