

# PALO VERDE ELEMENTARY SCHOOL



## GRADES K-8

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**John Manning**  
Superintendent/Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

Palo Verde Union Elementary is a rural, single-site school district encompassing approximately 20 square miles, located just southwest of the city of Tulare. Approximately 580 preschool through eighth grade students are served.

Our teachers and staff believe that education is a shared responsibility—shared by the school, the parents, and the students. By working together we can make our vision a reality, whereby all students perform at their maximum potential, and where differences of language, culture, economics, and abilities are celebrated, and become sources of strength for our students.

Our school community has worked hard to provide our students with the very best education possible. All of this hard work and dedication has paid off in substantial academic success. We began the year with some fantastic news when the results of the California Standards Test were publicized. Palo Verde exceeded its Adequately Yearly Progress (AYP) and its Academic Performance Index (API) goals. Also, we were very proud to have been awarded the Title I Academic School Award for the second time in four years. Board members, staff, parents, and students are committed to continued improvement and work together to make Palo Verde a distinguished school.

Palo Verde School has consistently met or exceeded its API and AYP goals. Our API scores have steadily risen: from 532 in 1999 to 767 in 2007, an increase of 235 points in the past nine years and an average of 26 points per year. During that same period, our Statewide Ranking has risen from 3 to 5 and when compared to similar schools our ranking has increased from a 2 to 9. In 2004, we were among two schools in the State and 34 schools nationwide to receive the Title I Nationally Distinguished School Award. The same year, we also received the California Academic Achievement Award.

### Parental Involvement

Palo Verde stepped up efforts to welcome parents and include them in the educational process. Parents and community embrace the school. Many students are the third generation in their family to attend Palo Verde. Parents are encouraged to take an active role in school and are kept informed of activities through bulletins, newsletters, letters, phone calls, and parent meetings. The Parent-Teacher-Organization (PTO) takes an active role in the school and through fundraising efforts has provided the school with many needed items such as band and sports uniforms, televisions and VCRs, reading incentives, etc. Palo Verde School Site Council holds meetings every two months to provide parents the opportunity for input regarding the School Site Plan. The District holds English Language Learner Advisory meetings where parents receive information about school programs and services offered for EL students.

The Community Based English Tutoring (CBET) Program has been implemented at Palo Verde providing parents of English Learner students with English classes two nights per week. Additionally, the Migrant Education program meets every other month to discuss issues important to migrant students and families. Parents are informed through the use of our School Accountability Report Card (SARC), the school marquee, a parent/student handbook, and a prospectus outlining subject content standards at each grade level. Other activities where parents are actively involved include: classroom volunteers; field trips; open house; Tulare County Farm Show, 4-H; parades; award ceremonies; and numerous extracurricular activities.

For more information on how to become involved, contact Amanda Woodard, PTO President, at (559) 688-0648.



### Mission Statement

The mission of Palo Verde Union Elementary is to ensure that all students acquire the knowledge, skills, and attitudes essential to become productive members of society. Our community of learners will foster academic achievement, creativity, independence, and responsibility — on their way to becoming positive citizens.

### Board of Trustees

**Jack Eddy**  
President

**Patricia Colson**  
Clerk

**William Benson**  
Member

**Manuel Gonzalez**  
Member

**Gloria Hauff**  
Member



## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Language Arts-SRA</i> , McGraw-Hill Open Court (K-6)	2003
English-Language Arts	<i>Language Arts</i> , Prentice Hall (7-8)	2003
English-Language Arts	<i>English Language Development</i> , Open Court	2003
Mathematics	<i>Math</i> , McGraw-Hill (K-6)	2001
Mathematics	<i>Math</i> , McDougal Littell (7-8)	2001
Science	<i>Science</i> , Harcourt (K-3)	2008
Science	<i>Science</i> , Macmillan/McGraw-Hill (4-5)	2008
Science	<i>Science</i> , Glencoe (6-8)	2008
History-Social Science	Macmillan/McGraw-Hill (K-5)	2007
History-Social Science	Glencoe/ McGraw Hill (6-8)	2007

### Textbooks and Instructional Materials

Palo Verde Union Elementary follows the California State Department of Education's guidelines for adoption and implementation of textbooks and related instructional materials. The State Board of Education has adopted all texts used at Palo Verde, and are Standards aligned.

Each student has access to his or her own textbooks in all core areas for use at home and in the classroom. Textbooks are reinforced by the use of manipulatives, computers, audio-visual materials, a well-stocked school library, and a variety of instructional presentations.

The District provides further resources to students and staff through the library/media center and the computer lab. Additionally, the District contracts with the Tulare County Office of Education, which provides access to a variety of multimedia instructional materials and support services.

## Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in August 2008.

✧ Not applicable.

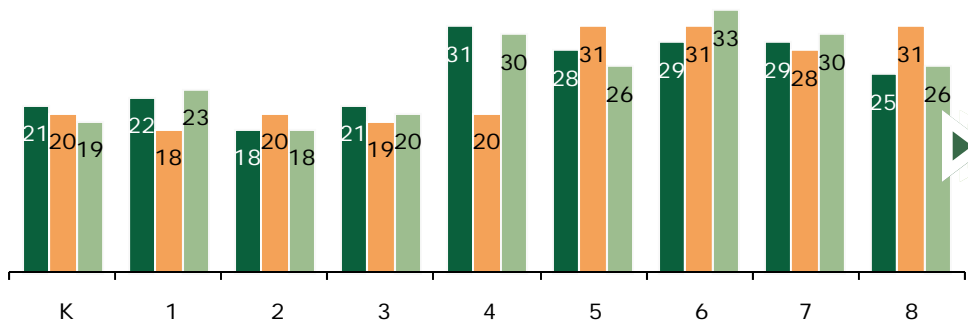
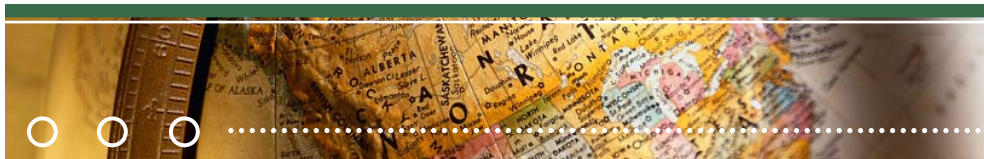
## Suspensions and Expulsions

Suspension and Expulsion Rates			
	Palo Verde ES		
	2005-06	2006-07	2007-08
Suspension Rate	0.083	0.121	0.146
Expulsion Rate	0.000	0.000	0.000

### Suspensions and Expulsions

The 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.





### Class Size

The bar graphs display the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08

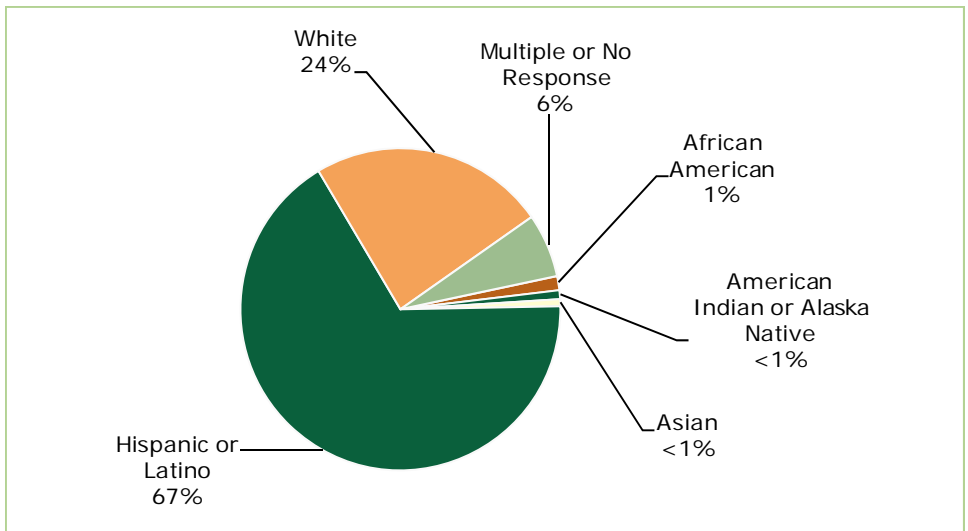
Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		4			4		
1	2	1		3			2	1	
2	3			2	1		3		
3		2		3			3		
4		2		2				2	
5		2			2			2	
6		2			1	1		1	1
7		2			2			2	
8		2			2			2	

### Public 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 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.

### Enrollment and Demographics

The total enrollment was 570 students for the 2007-08 school year.



### School Safety

Palo Verde Union Elementary has implemented a Safe School Plan and an Emergency Crisis Response Plan, which establishes training for staff and students in areas such as CPR, emergency response to various crises, and bully prevention. Additionally, the plan's key elements include:

1. An annual assessment of the current status of school crime committed on campus and at school related functions.
2. Appropriate strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include:
  - A. Child abuse reporting procedures.
  - B. Disaster procedures, routine and emergency.
  - C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts, which would lead to suspension, expulsion, or mandatory expulsion recommendations.

*Continued on page 4*



## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
<b>Fire Safety</b> <u>Repair Needed and Action Taken or Planned:</u> Not all rooms had exit signs, missing signage on fuel tanks. Appropriate signage has been installed, summer 2008.			✓	
<b>Electrical (interior and exterior)</b> <u>Repair Needed and Action Taken or Planned:</u>	✓			
<b>Pest/Vermin Infestation</b> <u>Repair Needed and Action Taken or Planned:</u> Termite infestation in Junior High Wing. Fumigated building with infestation. Repaired summer of 2008.	✓			
<b>Drinking Fountains (inside and outside)</b> <u>Repair Needed and Action Taken or Planned:</u> The enamel surface and plumbing on outside drinking fountains in need of repair. Repaired summer of 2008.			✓	
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on June 24, 2008, and the inspection form was most recently completed on June 24, 2008.

## School Facilities

Palo Verde originated in 1949 and today's campus encompasses 10.25 acres. There are 16 permanent classrooms and 11 portable classrooms in-use on the campus. Sixteen classrooms were remodeled in 1994, and recent construction has added a multi-media library, staff lounge, band room, and three new classrooms. The school also has a fully equipped science and computer lab with 30 multimedia computers. All classrooms are equipped with four Internet-capable, multimedia computers.

In a recent Coordinated Compliance Review, the school was commended for "providing a safe, clean, attractive, and student-centered environment that is conducive to learning. The attractively maintained landscaping, clean and recently painted buildings, and outstanding playground facilities amplify the feeling that education of children at Palo Verde Union Elementary is a cause well-supported by both staff and community."

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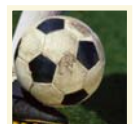
## School Safety

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- Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- The discrimination and harassment policy.
- The provisions of any schoolwide dress code, pursuant to Section 3518, that prohibits pupils from wearing "gang-related" apparel.
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- A safe and orderly environment conducive to learning at the school.
- The rules and procedures on school discipline.
- Hate crime reporting procedures.

The plan was updated and reviewed with the staff, School Site Council, and Board of Trustees on August 12, 2008.

We are proud to provide a positive, secure learning environment for our students. Within this context, staff members help students learn that respect for authority and rules are very much linked to self-respect. Students are provided schoolwide expectations for behavior, as well as individual classroom rules, with consequences clearly spelled out.





## School Facilities

*Continued from page 4*

Palo Verde employs three part-time janitors who clean all rooms on a daily basis after school hours. All facilities are kept in safe and clean condition. Buildings and grounds are routinely inspected, maintained, repaired, or upgraded as needed.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the District office.

Age of School Buildings: This school has 24 classrooms, a multipurpose room, a library, staff lounge, and an administration building. The main campus was built in 1949. Additions were constructed in 1958, 1968, 1995, 2001, and 2003.

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

Cleaning Process and Schedule: The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget: The District participates in the State School Deferred Maintenance Program, which 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 2008-09 school year, the District has budgeted \$47,872 for the Deferred Maintenance Program. This represents .0134% of the District's general fund budget.

Deferred Maintenance Projects: For the 2008 school year, the District's governing board has approved Deferred Maintenance Projects for this school that will result in the replacement of the roof on the 400 wing and the installation of a new fire alarm system for all classrooms. The District's complete Deferred Maintenance Plan is available at the District Office.

## Professional Development

For the past three years, Palo Verde Union School District has had 15 staff and professional development days scheduled for teachers. In addition to these days, the District has early student dismissal days at least two times per month, when teacher trainings occur. Staff development includes, but is not limited to, the areas of reading, writing, math, English language development, technology, assessment, grade level meetings, and more.

Gains in student achievement can also be attributed to professional development opportunities for teachers and paraprofessionals that have been provided by the District over the past five years. All teachers and instructional aides are currently "highly qualified" as defined by No Child Left Behind. The selection of quality professional development is based upon identified weaknesses in student achievement. The Literacy Connection (LitConn) provided our teachers with training in guided reading, vocabulary and comprehension development, and English language development. Teachers have undergone training in the use of Standards-based textbooks in language arts and mathematics. This training will be ongoing in efforts to integrate all literacy instructional programs/strategies. Teachers and instructional aides are provided training on conducting the various State and local assessments including, but not limited to, Standardized Testing and Reporting (STAR), California English Language Development Test (CELDT), and CAT.

In recent years, teachers and paraprofessionals received training in "Step Up to Writing," a writing program designed to provide students in grades K-8 the structure and organizational skills necessary to become successful writers. To further assist students in their writing and organizational skills, teachers have received "Thinking Maps" training. Palo Verde teachers and paraprofessionals have been provided extensive in-service in the Response to Intervention (RTI). RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, Palo Verde identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions, adjusts the intensity and nature of those interventions depending on a student's responsiveness, and identifies students with learning disabilities.

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## Professional Development

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New teachers to the District are provided a mentor and training support through the Beginning Teacher Support and Assessment (BTSA) program. All beginning teachers are required to complete an induction program through the BTSA Program. This two-year program is based on the California teaching standards and is designed to provide participants with a variety of professional development opportunities based on their specific areas of need. We recognize the need to develop our paraprofessionals and have given them training in writing, phonics instruction, and various intervention programs such as "Read Naturally" and "Lexia".

## 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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 4.1% of students in the fifth grade and 23.7% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Palo Verde ES			Tulare County			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	42%	38%	40%	32%	34%	36%	42%	43%	46%
Mathematics	47%	42%	43%	41%	39%	36%	40%	40%	43%
Science	28%	41%	29%	23%	23%	30%	35%	38%	46%
History-Social Science	11%	31%	25%	27%	29%	37%	33%	33%	36%

## CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	34%	41%	29%	25%
Female	46%	46%	29%	24%
Economically Disadvantaged	36%	41%	25%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	31%	45%	33%	33%
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35%	41%	24%	16%
Pacific Islander	❖	❖	❖	❖
White	53%	50%	34%	37%

❖ 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.

## California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Palo Verde ES		Palo Verde UESD	
Met Overall AYP	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	◇		◇	

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

## Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	5	5	5
Similar Schools API Rank	9	◇	10

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	25	15	-26	741
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	23	9	-18	729
Pacific Islander	■	■	■	■
White	22	32	-32	778
Socioeconomically Disadvantaged	15	21	-25	724
English Learners	■	6	-22	706
Students with Disabilities	■	■	■	■

◇ Information not available.

■ Data are reported only for numerically significant groups.

## 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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Teacher Qualifications

Teacher Credential Information				
	Palo Verde UESD	Palo Verde ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	24	21	23	24
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence		0	0	0



## Teacher Qualifications

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

## Teacher Misassignments and Vacant Teacher Positions

The 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			
	Palo Verde ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0



## No Child Left Behind Compliant Teachers

No Child Left Behind (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 2007-08 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).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Palo Verde ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	◇	◇

◇ Information not available.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 1.0
- Psychologist 0.2
- Social Worker 0.2
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.3
- Resource Specialist 1.0
- Other (Health Aide) 1.0





## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Palo Verde ES	Tulare County
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.

## Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Palo Verde UESD	Similar Sized District
Beginning Teacher Salary	\$38,595	\$37,322
Mid-Range Teacher Salary	\$57,225	\$53,824
Highest Teacher Salary	\$71,210	\$67,700
Superintendent /Principal Salary	\$96,450	\$104,993
% of Budget for Teacher Salaries	36.4%	37.6%
% of Budget for Administrative Salaries	3.8%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Palo Verde ES	\$7,598	\$2,222	\$5,376	\$56,655
Palo Verde UESD			\$5,376	\$56,655
California			\$5,300	\$54,322
% Difference Between School and District			◆	◆
% Difference Between School and California			1.4%	4.1%

◆ The Principal and Superintendent are combined as one position for Palo Verde UESD

◆ Because Palo Verde UESD is a single-site district, the percent difference does not apply.

## Types of Services Funded

In addition to general state funding, Palo Verde School District received State and Federal categorical funding for the following categorical, Special Education, and support programs:

- Title I, Part A (Basic Grant)
- Title III, Part A (Limited English Program)
- Title II, Part A (Teacher and Principal Training)
- Title II, Part D (Enhancing Education Through Technology)
- Title IV, Part A (Safe and Drug Free Schools and Communities)
- Title V, Part A (Innovative Programs)
- Limited English Proficient (LEP)
- PAR (Peer Assistance and Review)
- Economic Impact Aid (EIA)
- Community-Based English Tutoring (CBET)
- English Language Acquisition Program (ELAP)



**SARC:** Data 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 December 2008.