



El Camino Real Elementary School

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2008-2009 School Accountability Report Card

Principal
Georgia Rhett



Arvin Union
School District

<http://www.arvinschools.com>

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District Mission Statement

We believe in the worth and dignity of every individual involved in the learning process. Based on this belief, the mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process, all students may become responsible and contributing members of society.

Principal's Message

Staff and students at ECR are proud to celebrate academic growth in many areas and are committed to continued gains in our focus areas of Language Arts, Math, and English Development. Site improvement efforts include a standards based core program, leveled LA and Math intervention classes, a safe environment, regular family workshop nights, and an atmosphere of professional collaboration. It is our continuing mission to educate using every available resource, communicate with sincerity and kindness and to realize each individual's potential to impact the future.

Each adult and student member of our team is integral to the success at El Camino Real!

Community & School Profile

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere.

Established in 2007, El Camino Real Elementary School is one of four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, El Camino Real served 854 students in grades kindergarten through six during the 2008-09 school year. The table illustrates student body demographics.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	1.1%
American Indian	0.4%
Asian	0.2%
Caucasian	1.6%
Filipino	0.1%
Hispanic or Latino	96.6%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at El Camino Real Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. El Camino Real Elementary School has found that good discipline is a solid foundation on which to build an effective school. El Camino Real Elementary School's discipline program is modeled after Boys Town.

Parents and students are informed of discipline policies through the Parent Handbook, monthly newsletters, parent meetings, and reader board.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	n/a	22	54	318	294	853
Suspension Rate	n/a	2.9%	6.3%	9.9%	8.9%	25.4%
Expulsions	n/a	3	2	14	22	22
Expulsion Rate	n/a	0.4%	0.2%	0.4%	0.7%	0.7%

Recognition

It is the desire of the El Camino Real Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. With this in mind, El Camino Real Elementary has developed an extensive list of school-wide recognition programs including:

- Academic All Stars
- End of the Year Awards
- Monthly Attendance Certificates
- Reading Wranglers
- Caught Being Good

Extracurricular Activities

El Camino Real Elementary School recognizes that extracurricular activities enrich the educational and social development of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities included:

- After school tutoring
- Band
- Migrant Program

School Attendance & Enrollment

Regular attendance at El Camino Real Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The Attendance Clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, trancies or unexcused absences are referred to the district Truancy Officer.

Regular daily attendance is a priority at El Camino Real Elementary School. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

This chart illustrates the enrollment trend by grade level.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	n/a	121	113
1st	n/a	112	141
2nd	n/a	114	127
3rd	n/a	98	125
4th	n/a	96	108
5th	n/a	107	118
6th	n/a	100	122

Counseling & Support Staff

It is the goal of El Camino Real Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. When additional assistance is necessary, the following resources have been made available.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Coach	2	2.0
Health Aide	1	As Needed
Library Clerk	1	1.0
Nurse	1	As Needed
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	2.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

Students diagnosed with special needs are provided specific services by qualified staff to enhance their success. Resource Specialists and a Speech/ Language Therapist provide support in addition to traditional classrooms. A Special Day Class for special needs provides tailored instruction for students who qualify.

Students identified as English Language Learners (ELL) receive 30 minutes of English Language Development instruction a day in class.

Class Size

El Camino Real Elementary School maintained a schoolwide average class size of 21.9 students and a pupil-to-teacher ratio of 21.9:1 for the 2008-09 school year. The chart illustrates average class size and the number of classrooms for each range of students, by grade level.

Class Size Distribution

	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
	07	08	09	07	08	09	07	08	09	07	08	09
K	n/a	20	18	n/a	5	6	n/a	1	-	n/a	-	-
1	n/a	18	20	n/a	6	7	n/a	-	-	n/a	-	-
2	n/a	19	20	n/a	6	6	n/a	-	-	n/a	-	-
3	n/a	16	20	n/a	6	5	n/a	-	1	n/a	-	-
4	n/a	24	27	n/a	-	-	n/a	4	4	n/a	-	-
5	n/a	27	30	n/a	-	-	n/a	4	4	n/a	-	-
6	n/a	25	31	n/a	-	-	n/a	4	4	n/a	-	-

Curriculum Development

All curriculum development at El Camino Real Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of El Camino Real Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated each summer to align with the state standards, district goals, and the statewide assessment program.

The District Curriculum Committee and El Camino Leadership Team, consisting of teachers and administrators evaluate the success of the curriculum and instructional methods. These teams determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

School Facilities & Safety

El Camino Real Elementary School was originally constructed in 2007 and is comprised of 39 classrooms, a multipurpose room, library, staff lounge, and two playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. Facility information is current as of October 2009.

El Camino Elementary School's Comprehensive School Site Safety Plan was last revised in February 2009, by school administrators and staff representatives, to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have access to the plan and annually review the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake and lockdown drills are held once a quarter. 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.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The Director of Maintenance and Operations works daily with the custodial staff of three to develop cleaning schedules to ensure a clean and safe school.

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. At the time of publication, 100% of the restrooms were fully functional. Site administration and site maintenance confer regularly to discuss work orders.

The table shows the results of the most recent school facilities inspection as of October 2009. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 03/08/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

For the 2009-10 school year the district allocated \$45,000 for the deferred maintenance program. This represents 0.16% of the general fund budget. The district approved the following deferred maintenance projects for this school: upgrade playgrounds and fire alarms.

Parent & Community Involvement

El Camino Real Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students, such as: School Site Council, English Language Advisory Council (ELAC), and Parent Workshops. Parents also volunteer in classrooms and for school activities.

The school also benefits from several community partnerships, including the Lions Club and other local businesses for donations.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the El Camino Real Elementary School office at (661) 854-6661.

Student Achievement & Testing

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science for the most recent three-year period, is shown.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	28	34	*	23	28	*	46	50
Mathematics	*	41	42	*	29	34	*	43	46
Science	*	36	23	*	29	23	*	46	50
History/Social Science	*	*	*	*	17	22	*	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	33	41	24	*
Pacific Islander	*	*	*	*
Caucasian	31	23	*	*
Males	27	40	26	*
Females	41	43	21	*
Socioeconomically Disadvantaged	34	41	21	*
English Learners	25	36	13	*
Students with Disabilities	9	18	*	*
Migrant Education	26	45	14	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, El Camino Real Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2008-09 school year, 40.6% of fifth grade students met the HFZ.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

B - the school did not have a valid 2007 Base API and will not have any growth or target information.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	n/a	B	2	
Similar Schools Rank	n/a	B	8	
All Students				
Actual Growth	n/a	B	-7	700
Socioeconomically Disadvantaged				
Actual Growth	n/a	B	-7	696
Hispanic or Latino				
Actual Growth	n/a	B	-4	699
English Learners				
Actual Growth	n/a	B	-8	684

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	No	No	No	No
Percent Proficient	Yes		Yes	
API School Results	N/A		N/A	
Graduation Rate				

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2004-2005
Year in PI (2009-10)	Year 1	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	100.00%

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress					
Reading and Mathematics Results for					
Students with Disabilities (SD) and/or English Language Learners (ELL)					
By Grades 4 & 8 and Participation Rate - All Students					
	Participation Rate				
	State		National		
	SD	ELL	SD	ELL	
Reading 2007 Grade 4	74	93	65	80	
Reading 2007 Grade 8	78	92	66	77	
Math 2009 Grade 4	79	96	84	94	
Math 2009 Grade 8	85	96	78	92	

Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 16, 2008, and determined that each school within the district 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The most recent textbooks (as of October 2009) for are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English Language Development	Avenues	2006	Yes	0.0%
6th	English Language Development	High Point	2006	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2008	Yes	0.0%
6th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
K-6	Health	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
6th	Mathematics	McDougal Littell	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Social Science/ History	Pearson Scott Foresman	2006	Yes	0.0%
6th	Social Science/ History	Pearson/ Prentice Hall	2006	Yes	0.0%

Library Information

The school's library, staffed by a full-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library every other week for 30 minutes with their classes and are encouraged to visit before and after school.

Computer Resources

All classrooms have between one to three computers that are connected to the Internet. El Camino Real Elementary School also has a mini computer lab in the library with nine computers.

	Computer Resources		
	06-07	07-08	08-09
Computers	n/a	151	155
Students per computer	n/a	5.0	5.3
Classrooms connected to Internet	n/a	39	39

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Kern County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.kerncountylibrary.org/>.

Teacher Assignment

Arvin Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, El Camino Real Elementary School had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	n/a	37	39	152
Without Full Credentials	n/a	2	0	6
Working Outside Subject	n/a	0	0	0

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	3	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	0	0
Vacant Teacher Positions	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	58.0%	42.0%
High-Poverty Schools in District	58.0%	42.0%
Low-Poverty Schools in District	0.0%	0.0%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics included: Focused Approach: Systematic English Language Development for Grades K-6 and Constructing Meaning for Grades 7-8.

Teacher & Administrative Salaries as a Percentage of Total Budget

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates the teacher and administrative salary at the district and compares it to the state (based on 2007-08 financial statements).

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$41,846	\$41,031
Mid-Range Teachers	\$62,153	\$63,366
Highest Teachers	\$76,618	\$80,596
Elementary School Principals	\$93,293	\$100,937
Middle School Principals	\$94,339	\$105,066
High School Principals	-	\$106,534
Superintendent	\$117,835	\$147,438
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	41.0%
Administrative Salaries	4.0%	6.0%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$57,743
District	\$56,064
Percentage of Variation	2.99%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	8.96%

Expenditures & Services Funded

Arvin Union School District spent an average of \$8,183 to educate each student (based on 2007-08 audited financial statements). The chart provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,319
From Restricted Sources	\$3,803
From Unrestricted Sources	\$5,516
District	
From Unrestricted Sources	\$9,319
Percentage of Variation between School & District	40.81%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	0.07%

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

Data Sources

Data within the SARC was provided by Arvin Union Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.