

Lillian Larsen Elementary School

1601 L Street • San Miguel, CA 93451 • (805) 467-3216 • Grades

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



San Miguel Joint Union School District

1601 L Street
San Miguel, CA 93451
(805) 467-3216
www.sanmiguelsschools.org

District Governing Board

Mary Jo Del Campo, President
Jan Lynch, Clerk
Randy Kwiatkowski
Jean Hoffmann
Mike Sanders

District Administration

Dr. Curt Dubost
Superintendent
Mrs. Karen Grandoli
Director of Curriculum
Mrs. Stephanie Schofield
Director of Special Education

School Description

We are committed to capturing the hearts of each of our students through engaging, enriching and standardsaligned lessons and projects. At Lillian Larsen School, we pride ourselves on our sense of family and community connections.

We are a Character Counts! school and offer enrichment, acceleration and intervention programs to all students. Team Hornet believes in the uniqueness and potential of each child.

Principal's Message

San Miguel Joint Union School District (SMJUSD) is dedicated to academic excellence and improved achievement. We strive to develop lifelong learners who will positively contribute to our society. Our outstanding professional staff and parent groups are here to further these goals by providing a safe and challenging learning environment for each individual. We believe the needs of each student are best supported when we work together. San Miguel Joint Union School District has a strong record of achievement and continuing improvement. Administrators take pride in our schools, getting to know the students, parents and community while providing the students of San Miguel a top-notch education.

At Lillian Larsen School, we are especially proud of:

- Low class sizes
- Field trips and after-school programs including Agriculture, Wood Shop and Community Garden
- iPads for each student in grades 4-5 and Chromebooks for each student in grades 6-8
- Specialized instruction at the middle-school level by single-subject credentialed teachers
- An inclusion model for students with special needs
- Character Counts! and Capturing Kids' Hearts programs
- Physical education teacher for all grades in the best facilities in the North County

If you would like additional information about our school, please contact us.

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 | 60 |
| Grade 1 | 40 |
| Grade 2 | 35 |
| Grade 3 | 36 |
| Grade 4 | 38 |
| Grade 5 | 39 |
| Grade 6 | 38 |
| Grade 7 | 35 |
| Grade 8 | 38 |
| Total Enrollment | 359 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0 |
| Filipino | 1.1 |
| Hispanic or Latino | 89.4 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 7.5 |
| Two or More Races | 1.1 |
| Socioeconomically Disadvantaged | 91.4 |
| English Learners | 61.8 |
| Students with Disabilities | 10.3 |
| Foster Youth | 0.8 |

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 | | | |
|---|-------|-------|-------|
| Lillian Larsen Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 25 | 22 | 21 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| San Miguel Joint Union School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 34 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Lillian Larsen Elementary School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The textbook-adoption cycle is aligned with the state standards. Textbooks are consistent with the content standards and cycles of the curriculum frameworks adopted by the State Board of Education. At the regular meeting of the governing board held on September 8, 2016, a public hearing was held, and the board approved a resolution on the sufficiency of instructional materials. This resolution, in accordance with Education Code 60199, confirmed that every student at Lillian Larsen and Cappy Culver schools have access to stateadopted textbooks according to his or her grade level for use in the classroom and at home.

This year, our teachers are implementing the newboard-approved, state-adopted English language arts (ELA) curriculum at each site. The materials were piloted in classrooms last year.

All classrooms and students have access to the internet to utilize the educational technology available to our students. Each classroom has multiple computers that are internet-connected with the approved educational software for that grade level.

Both school sites have computer labs with the latest in educational technology. Starting in 2013-14, all students in grades 4-8 were provided with district-purchased iPads to enhance learning in the classroom and provide the latest educational technology applications to our students at both Cappy Culver and Lillian Larsen. The technology plan has expanded to include Chromebooks for all middle school students in grades 6-8, which began in 2015-16 and continues to be a success. Culminating projects at each grade level incorporate a technology component, and digital portfolios are a goal for all students.

The district is committed to providing quality textbooks to every student and will continue to align textbooks with the SBE guidelines with California standards.

| Textbooks and Instructional Materials Year and month in which data were collected: 9/8/2016 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Wonders, McGraw-Hill (TK-3)/ Journeys, Houghton Mifflin (4-5) Adopted: 2016 The Language of Literature, McDougal Littell (6-8) and Board Approved Core Novels Adopted: 2002 ELD is embedded in the ELA adopted materials, K-5 Adopted: 2016 High Point, Hampton Brown (6-8) 2008 Adopted: 2008 The textbooks listed are from most recent adoption: Yes |
| Mathematics | My Math, McGraw-Hill (K-1); Eureka Math (2-8) Adopted: 2014-15 The textbooks listed are from most recent adoption: Yes |
| Science | California Science, Houghton Mifflin (K-6) Adopted: 2007 California Science, Pearson/Prentice Hall (7-8) Adopted: 2008 The textbooks listed are from most recent adoption: Yes |
| History-Social Science | Reflections, Harcourt (K-6) Adopted: 2007 Holt, Rinehart and Winston (7-8) Adopted: 2006 The textbooks listed are from most recent adoption: Yes |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

All district facilities are maintained at the highest standards for everyone to enjoy. The schools are a wonderful source of pride for the entire community and are desirable places to work and attend school. Lillian Larsen Elementary is fully gated, and visitors must sign in at the school office to receive a visitor's pass to enter the campus.

Lillian Larsen School in SMJUSD features the Don Wolf Community Center—a combined athletic and performing-arts facility. It is enjoyed by both students and community members. Some buildings date back to the early 1970s, with new classrooms and a gym facility as recent as 2006. Lillian Larsen School also features one computer lab and computers for teacher and student use in all classrooms. The condition and cleanliness of the school grounds and buildings are good, as they are cleaned regularly. Periodic inspections of the facility by the Director of Maintenance, Operations and Transportation ensure each school is clean and orderly, and cleaning schedules are adapted as necessary. The classrooms and other areas of the school are cleaned nightly.

Lillian Larsen has a productive community garden area which is maintained and supported by students and the local community. Regular meetings of the garden committee, which includes the local community as well as parents, are held monthly.

The safety of the students is always a top priority, and safety concerns are addressed immediately. Monthly safety meetings are held and safety of students and staff are reviewed and addressed as needed. Regular drills (fire, earthquake, lockdown and bus-evacuation drills) are held, allowing students and staff to practice safety procedures, thus preparing students and staff in the event of a real emergency.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 12/6/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | HVAC system is out in the gymnasium. Lights are out in the boys' restroom. The lights will be replaced this spring. |
| Interior: Interior Surfaces | | X | | Some ceiling tiles need to be replaced in the library. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | | | X | Some lights are out in areas that do not affect visibility. They will be replaced this spring. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| 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 | 30 | 34 | 45 | 45 | 48 | 48 |
| Math | 29 | 29 | 36 | 36 | 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 | 36 | 42 | 52 | 53 | 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 | 13.2 | 23.7 | 5.3 |
| 7 | 24.2 | 18.2 | 24.2 |

* 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.

| 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 | 224 | 217 | 96.88 | 34.1 |
| Male | 119 | 117 | 98.32 | 29.91 |
| Female | 105 | 100 | 95.24 | 39 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 200 | 193 | 96.5 | 36.27 |
| White | 17 | 17 | 100 | 11.76 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 205 | 198 | 96.59 | 31.82 |
| English Learners | 158 | 152 | 96.2 | 30.92 |
| Students with Disabilities | 24 | 24 | 100 | 8.33 |
| Students Receiving Migrant Education Services | 40 | 38 | 95 | 26.32 |
| 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 | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 224 | 221 | 98.66 | 28.96 |
| Male | 119 | 117 | 98.32 | 29.91 |
| Female | 105 | 104 | 99.05 | 27.88 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 200 | 197 | 98.5 | 30.46 |
| White | 17 | 17 | 100 | 5.88 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 205 | 202 | 98.54 | 27.23 |
| English Learners | 158 | 155 | 98.1 | 26.45 |
| Students with Disabilities | 24 | 24 | 100 | 8.33 |
| Students Receiving Migrant Education Services | 40 | 40 | 100 | 17.5 |
| 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)

Parents may participate in their child's educational experience in a variety of ways.

- Volunteering in the classroom
- Joining the Parent Teacher Organization (PTO)
- Chaperoning field trips
- Volunteering in the library
- Coaching athletic teams
- After-school tutoring
- Joining the School Site Council
- Reading with children
- Joining the Parent Volunteer Group
- Serving on the District English Learner Advisory Committee (DELAC)

Every Tuesday morning, parents meet at Lillian Larsen to work on projects for the teachers. We welcome parents or community volunteers, and we encourage you to call the school office and contact Principal Karen Grandoli at (805) 467-3216.

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

The San Miguel Joint Union School District's safety plan contains plans for combating school crime, reporting suspected child abuse, disaster procedures, school discipline policies, and evacuation and safe school egress. Safety drills are held monthly, and throughout the year, students participate in fire, earthquake, lockdown and bus evacuation drills. The school safety plan was last reviewed in February 2017 and will be updated in March 2017 for approval by the board of trustees.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 8.6 | 6.8 | 3.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 6.5 | 6.4 | 3.7 |
| Expulsions Rate | 0.0 | 0.2 | 0.0 |
| 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 | 2007-2008 | 2007-2008 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 2 | |
| Percent of Schools Currently in Program Improvement | 100 | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0.70 |
| Library Media Teacher (Librarian) | 0.03 |
| Library Media Services Staff (Paraprofessional) | 0.70 |
| Psychologist | 0.40 |
| Social Worker | |
| Nurse | 0.03 |
| Speech/Language/Hearing Specialist | 0.75 |
| Resource Specialist | |
| Other | 0.50 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

* 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 | 16 | 16 | 20 | 2 | 4 | 2 | 1 | | 1 | | | |
| 1 | 19 | 17 | 20 | 2 | 2 | 1 | | | 1 | | | |
| 2 | 22 | 21 | 18 | 1 | | 2 | 1 | 2 | | | | |
| 3 | 21 | 20 | 18 | 1 | 2 | 2 | 1 | | | | | |
| 4 | 26 | 22 | 19 | | | 2 | 1 | 2 | | | | |
| 5 | 46 | 19 | 20 | | 2 | 2 | 2 | | | 1 | | |
| 6 | 19 | 18 | 21 | 6 | 6 | 8 | | 5 | | 1 | 1 | 1 |
| Other | 4 | 4 | | 1 | 1 | | | | | | | |

* 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 Teacher Induction Program (TIP) provides local assistance to all first- and second-year teachers by mentor teachers, who are compensated by the district, as the county no longer supports these efforts. Emphasis is placed on teachers being in their classrooms every instructional day possible. There are approximately 20 early release days set aside for teacher staff development and grade-level collaboration.

The governing board and district administration continue to support providing early release days every Wednesday, allowing our teachers collaboration time (PLC: Professional Learning Community), and on alternate Wednesdays, training or instruction is provided by the district with a focus on curriculum changes and implementation of the Common Core State Standards. The district implemented the early release Wednesdays in 2012-13, and the teachers are unanimously in favor of this release time for professional development. The teachers also spend time on their PLC days analyzing student-performance data in order to implement proven strategies to promote student success in accordance with our Local Control and Accountability Plan (LCAP).

During the 2017-18 school year, our district-wide professional development training includes ST Math and Thinking Maps. Lillian Larsen is also working in a partnership with Cal Poly to complete a series of workshops for K-5 teachers on Common Core Math standards and English Language Development strategies.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$40,558 | \$42,598 |
| Mid-Range Teacher Salary | \$64,145 | \$62,232 |
| Highest Teacher Salary | \$81,026 | \$80,964 |
| Average Principal Salary (ES) | \$90,426 | \$102,366 |
| Average Principal Salary (MS) | | \$104,982 |
| Average Principal Salary (HS) | | |
| Superintendent Salary | \$155,376 | \$117,868 |
| Percent of District Budget | | |
| Teacher Salaries | 33% | 32% |
| Administrative Salaries | 9% | 7% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 | \$8,341 | \$1901 | \$6,481 | \$62,224 |
| District | ♦ | ♦ | \$6,939 | \$61,149 |
| State | ♦ | ♦ | \$6,574 | \$62,232 |
| Percent Difference: School Site/District | | | -6.8 | -199.6 |
| Percent Difference: School Site/ State | | | -1.4 | -199.6 |

* Cells with ♦ do not require data.

Types of Services Funded

San Miguel JUSD offers a variety of support and enrichment opportunities for the students and community, including ASES (After School Education & Safety) and free child care at Lillian Larsen (LEAP: Learning Enrichment After-School Program), accelerated classes, Title I services, tutoring, after-school enrichment classes, educational field trips, and adult education in conjunction with the local community college.

Providing opportunities for academic enhancement and enrichment is the highest of priorities for the San Miguel Joint Union School District. Students have been provided with extensive field trips as well as on campus opportunities in music, dance, art and physical education. Students participate in Learn-by-Doing labs at the San Luis Obispo campus of Cal Poly as well as attend other educational field trips to the campus.

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.