

Arcata Elementary School

2400 Baldwin Street • Arcata, CA 95521 • (707) 822-4858 • Grades K-5
Victoria Parker, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Arcata Elementary School District

1435 Buttermilk Lane
Arcata, CA 95521
(707) 822-0351

www.humboldt.k12.ca.us/arcata_sd

District Governing Board

Stacy Atkins-Salazar
Lee A. Lazon
Katherine Salinas
Jeffrey Schwartz
Rob Seltzner

District Administration

Dr. Barbara Short
Superintendent

School Description

Arcata Elementary School provides a rich and stimulating academic program, which encourages individuality, cultural diversity, and critical thinking. In our safe and secure environment, students build excellent character and maximize their potential. As educators we value the partnership between families, school, and community.

Arcata Elementary School is located in Arcata, a small university town in the heart of Redwood Country in Northern California, on Humboldt Bay. Arcata Elementary School is one of two schools in the Arcata School District, serving 315 children in kindergarten through fifth grades. Arcata Elementary School, "AES", has a before school and extended school day program; as well as an on-site preschool program.

Our students are the focus at AES. Students receive a stimulating academic program that encourages individuality, cultural diversity, and critical thinking. The staff of AES integrates 21st century skills students need to develop in order to succeed in our information based economy. Students develop the ability to think deeply about issues, solve problems creatively, work in teams, and to communicate their ideas clearly using a variety of technology. Students are immersed high quality visual and performing arts program. Highly qualified certificated classroom teachers, a credentialed music teacher, and a dance specialist teach all students. The cultural diversity of our students and families is celebrated through all of these programs.

At AES, we are proud of a strong academic tradition. In addition, Arcata Elementary School staff members create a safe and supportive environment that allows students not only to thrive academically, but to grow emotionally and socially.

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 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 at (707) 822-4858 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	39
Grade 2	54
Grade 3	50
Grade 4	42
Grade 5	48
Total Enrollment	291

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	7.2
Asian	1.7
Filipino	0.3
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.3
White	56.7
Two or More Races	10.7
Socioeconomically Disadvantaged	69.8
English Learners	4.5
Students with Disabilities	18.9
Foster Youth	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Arcata Elementary School	13-14	14-15	15-16
With Full Credential	16	19	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Arcata Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Arcata Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Excellent quality and current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Excellent quality and current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Excellent quality and current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Excellent quality and current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Arcata Elementary School is located on a quiet neighborhood street in Arcata, California. The front of the school is lined with flowering cherry trees, well-manicured lawns, green foliage and flowering plants. Arcata Elementary has two well-designed parking lots and off-street parking that provide ample space for staff and visitors. We have large grassy playing fields, a large blacktop for games and two areas with play and climbing structures. Parent volunteers and school staff installed a new \$30,000 play structure, which was purchased by the PTO and API funds. In September 2013, AES started a vermi-composting program which is now thriving. The school garden was improved and now includes a new garden area with raised beds, one for each class and the after school educational program. The school has worked with the City of Arcata to build a nature trail with native plants along the north end of campus above Sunset Creek.

The Arcata Elementary School site consists of 20 classrooms, which accommodate transitional kindergarten through fifth grade, a Resource Specialist Program, two Special Day Classes, an Early Reading Intervention Program, a Family Resource Center, and the kindergarten/first grade after school education program. The Arcata Elementary site has a speech and language specialist room, an English Learner Language resource room, the school psychologist's office, a nurse's office, a multipurpose room, the front office, a staff room, a workroom, and several storage rooms. The bus garage and maintenance buildings are located at the Arcata Elementary School site. The Arcata Elementary site has a computer lab with 30 Mac desktop computers and 30 Chromebooks and a mobile cart for use in the classroom.

In addition, two portable buildings house the library and music/dance room. A modular building, with over 2300 square feet, houses the after school education program and the new preschool program.

The multipurpose room is used as a cafeteria, as well as for physical education classes, assemblies, and daytime and evening student drama performances. Two custodial/maintenance workers maintain the facilities and grounds. As a result of the passage of our School Bond through Measure F, modernization of AES classrooms, multipurpose room, bathrooms, and resurfacing of all paved areas happened during the summer of 2014.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2013

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.80	19.60	25.50

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	37	43	44
Math	26	39	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	56
All Student at the School	45
Male	58
Female	36
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	54
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Foster Youth	--

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	59	59	45	71	62	56	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	50	48	96.0	35	25	19	21
	4	47	46	97.9	52	20	15	13
	5	52	47	90.4	45	13	40	2
Male	3		18	36.0	44	22	6	28
	4		23	48.9	57	26	9	9
	5		19	36.5	47	11	42	0
Female	3		30	60.0	30	27	27	17
	4		23	48.9	48	13	22	17
	5		28	53.8	43	14	39	4
Black or African American	3		2	4.0	--	--	--	--
	4		1	2.1	--	--	--	--
	5		1	1.9	--	--	--	--
American Indian or Alaska Native	3		5	10.0	--	--	--	--
	4		3	6.4	--	--	--	--
	5		4	7.7	--	--	--	--
Asian	3		1	2.0	--	--	--	--
Filipino	3		1	2.0	--	--	--	--
Hispanic or Latino	3		8	16.0	--	--	--	--
	4		9	19.1	--	--	--	--
	5		9	17.3	--	--	--	--
White	3		26	52.0	42	19	12	27
	4		28	59.6	57	18	14	11
	5		26	50.0	42	12	42	4
Two or More Races	3		5	10.0	--	--	--	--
	4		5	10.6	--	--	--	--
	5		7	13.5	--	--	--	--
Socioeconomically Disadvantaged	3		32	64.0	41	22	22	16
	4		29	61.7	55	21	14	10
	5		36	69.2	53	8	36	3
English Learners	5		2	3.8	--	--	--	--
Students with Disabilities	3		8	16.0	--	--	--	--
	4		9	19.1	--	--	--	--
	5		10	19.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	50	49	98.0	35	24	24	14
	4	47	46	97.9	39	35	17	7
	5	52	47	90.4	49	34	6	9
Male	3		19	38.0	37	5	32	21
	4		23	48.9	48	35	9	9
	5		19	36.5	53	32	0	11
Female	3		30	60.0	33	37	20	10
	4		23	48.9	30	35	26	4
	5		28	53.8	46	36	11	7
Black or African American	3		2	4.0	--	--	--	--
	4		1	2.1	--	--	--	--
	5		1	1.9	--	--	--	--
American Indian or Alaska Native	3		5	10.0	--	--	--	--
	4		3	6.4	--	--	--	--
	5		4	7.7	--	--	--	--
Asian	3		1	2.0	--	--	--	--
Filipino	3		1	2.0	--	--	--	--
Hispanic or Latino	3		8	16.0	--	--	--	--
	4		9	19.1	--	--	--	--
	5		9	17.3	--	--	--	--
White	3		27	54.0	41	19	22	15
	4		28	59.6	32	46	14	4
	5		26	50.0	50	35	4	12
Two or More Races	3		5	10.0	--	--	--	--
	4		5	10.6	--	--	--	--
	5		7	13.5	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		33	66.0	36	27	21	12
	4		29	61.7	48	31	10	7
	5		36	69.2	47	36	8	8
English Learners	5		2	3.8	--	--	--	--
Students with Disabilities	3		8	16.0	--	--	--	--
	4		9	19.1	--	--	--	--
	5		10	19.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

We welcome and appreciate the many ways that Arcata Elementary School parents and community members strengthen our school through their support from home and involvement in the classrooms. It is our belief that a sense of family and community is the fundamental force in the development of a child. We believe that parents are the most important and influential teachers of their children. Therefore, we encourage and maintain a strong parental and community partnership. Getting involved sends a critical message to children. Education is important!

There are a number of opportunities for parental involvement at Arcata Elementary School. Parents are invited and encouraged to help in the classroom, to take part in the Parent Teacher Organization (PTO), volunteer on a number of school improvement committees organized each year, serve on the School Site Council and serve on the school district's Board of Education. We are extremely fortunate that Arcata Elementary has the support of the entire community. We have had a number of fundraiser activities at Arcata Elementary to support our arts program and environmental studies activities. Many local businesses in our area make significant contributions year after year. Our Family Resource Center offers parent support classes. On behalf of the students, parents and staff, we truly appreciate the support to our children.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The District Safety Committee has worked diligently to set the direction for the entire district. A district-wide safety plan exists for all disaster situations. The Arcata Elementary School Plan is revised each year to meet the needs of the school and change in personnel. The committee utilized the District Safety Committee to assist with this revision. Information gathered from parents, students and staff was used to determine area need.

Arcata Elementary School has a long history of low crime rate, with only a few incidences of vandalism in the past several years. Additionally, security cameras for the safety and well-being of students and staff were installed during the 2014 summer remodel.

There have been no crimes against students or staff. The school campus is secure during all school hours. Visitors sign in and out at the front office and check out a visitor's badge as a form of identification.

In order to reinforce consistency, a school-wide assembly is held each school year to introduce all staff members to the students, meet new students and to discuss rules and appropriate behaviors. Students and staff are encouraged to add positive comments or bring up issues that concern the school. Additional gatherings are held throughout the year to reinforce and remind students and staff of student expectations. To ensure a safe learning environment, the staff consistently enforces school, bus and classroom rules.

A two year counseling grant is used to support our Second Step Program, which is an anti-violence and bullying prevention program. The program is part of our Safe School Plan. During the summer of 2008, a team of administrators and teachers were trained as trainers in this program. Then on the first staff development day, they met with teachers, support staff, other school personnel, district board members, and site council members to train them in this anti-violence/ anti-bullying program. Parent involvement is a critical component of this implementation plan.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.76	9.12	6.83
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.08	4.57	3.13
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		40.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	22	15	1	1	4	3	2				
1	21	22	17	1		2	1	2				
2	23	24	20			2	1	2				
3	24	23	20			3	2	2				
4	26	22	19		1	2	2	1				
5	28	26	18			1	2	2	2			
Other		14	6		1	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.7
Psychologist	.2
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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.

Professional Development provided for Teachers

The Arcata School District schedules minimum days each Monday during the academic school year. This time is used for professional development, grade level collaboration, and planning. Twelve minimum days are set aside for fall and winter parent conferences. For the 2014-15 school year, two full days have been set aside for professional development. Teachers and paraprofessional staff are encouraged to attend professional development training throughout the school year. Substitutes and funds to pay for the trainings are provided, using school site funds and district professional development funds.

Because of the wealth of professional development opportunities offered through Humboldt County Office of Education (HCOE), staff in the Arcata School District are able to avail ourselves of many excellent workshops and classes that are aligned to the State Standards. Paraprofessionals and teachers have attended several workshops for training in the areas of reading, mathematics, working with students with Autism, and behavior management techniques. Teachers at Arcata Elementary School have attended workshops, such as Response to Intervention (RtI) Training, Step Up to Writing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training, PALS (Peer-Assisted Literacy Strategies) and Teacher Assisted PALS and have been using these program and methodologies consistently in the classroom, as homework, and have already observed academic improvement in language skills.

Classroom assistants and yard supervisors attend monthly meetings covering a variety of topics pertinent to their jobs. In addition, we utilize our teachers and staff to share information and provide training from conferences, local experts and out-of-the-area specialists

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,915	\$39,948
Mid-Range Teacher Salary	\$57,946	\$57,401
Highest Teacher Salary	\$70,000	\$73,183
Average Principal Salary (ES)	\$86,911	\$94,578
Average Principal Salary (MS)	\$86,911	\$97,400
Average Principal Salary (HS)		
Superintendent Salary	\$105,675	\$112,657
Percent of District Budget		
Teacher Salaries	31%	35%
Administrative Salaries	9%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Arcata School District is a small elementary district, which funds a number of services and programs. These services include one elementary school and one middle school; maintenance, operations, and transportation; before and after school program; school libraries; special education; student support materials and staff; district office (business, personnel, and payroll); and food services. A management team composed of the superintendent, principals, and classified managers coordinates all of these services.

Each year the Arcata Elementary School Site Council, made up of representatives from the teachers, support staff, parents, community members and the principal, update the Single School Plan for Student Achievement, analyzing and reviewing information from standardized and district assessments; and student, parent, and staff surveys. The school plan is updated, stating goals to meet student needs. The following were approved by the Site Council using categorical funds: an Early Reading Intervention Teacher, classroom instructional aides, reading intervention support staff, recess monitors, drama and visual arts specialist, technology materials and supplies, books and materials to support the core programs, the purchase of instructional materials to support EL students and families, the purchase of the Second Step Character Education Program equipment, the SPARK K-5 physical education program, transportation costs for field trips, swim lessons for second graders, steel pans lessons for all 5th graders, Gate instructors, instructional materials and supplies, school assemblies, live performances, a part-time counselor, staff development, computers, and computer programs to support student learning.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,366	11,866	4,480	59,957
District	◆	◆	\$5,733	\$57,980
State	◆	◆	\$5,348	\$59,180
Percent Difference: School Site/District				6.5
Percent Difference: School Site/ State				-19.1

* Cells with ◆ do not require data.

We are proud of the partnership and collaboration of Site Council members, staff and educational staff; and their understanding of the ideas that lead to the implementation of innovative programs and activities for the benefit of our students and school family community.

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, the county, and the state. 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.