

Lakeside Farms Elementary School

11915 Lakeside Ave • Lakeside, CA 92040-0578 • (619) 390-2646 • Grades K-5

Jim Rosa, Principal

jrosa@lsusd.net

<http://www.lsusd.net/domain/299>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.
Lakeside, CA 92040-0578
(619) 390-2600
www.lsusd.net

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen
Superintendent

Dr. Kim Reed
**Assistant Superintendent of
Educational Services**

Erin Garcia
**Assistant Superintendent of
Business Services**

School Description

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction, 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisors recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

Jim Rosa, PRINCIPAL

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	122
Grade 2	91
Grade 3	108
Grade 4	116
Grade 5	116
Total Enrollment	655

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	1.2
Asian	1.4
Filipino	2.7
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.3
White	59.4
Two or More Races	1.7
Socioeconomically Disadvantaged	45
English Learners	4.7
Students with Disabilities	19.1
Homeless	0.2

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 for Lakeside Farms	17-18	18-19	19-20
With Full Credential	32	33	34
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lakeside Farms Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Works (K-3), Houghton Mifflin adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Full Option Science System Science and Technology for Children The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners," our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Continuing problems with the HVAC system in the Shelter.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Partitions in restrooms need replacement.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof needs replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Touched up paint on portables.
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	57	53	53	50	50
Math	48	45	41	41	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.3	20.4	34.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	342	328	95.91	56.71
Male	169	162	95.86	46.91
Female	173	166	95.95	66.27
Black or African American	27	23	85.19	52.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	74	93.67	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	212	208	98.11	59.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	142	133	93.66	50.38
English Learners	33	29	87.88	51.72
Students with Disabilities	77	71	92.21	15.49
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 2018-19 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	342	328	95.91	45.12
Male	169	162	95.86	43.83
Female	173	166	95.95	46.39
Black or African American	27	23	85.19	43.48
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	74	93.67	37.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	212	208	98.11	48.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	142	133	93.66	42.86
English Learners	33	29	87.88	41.38
Students with Disabilities	77	71	92.21	12.68
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 school site

Opportunities for Parental Involvement (School Year 2019-20)

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

At Lakeside Farms, we offer a parent engagement program. The Operating principle is inclusion — reaching across all parent groups and bringing them together in support of their common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.

Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Jennifer Davic at (619) 390-2646.

We love that our parents and community members take an active role at their school.

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

Student safety is an important goal at Lakeside Farms. We teach our students about several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

Our campus is safe and secure for our students. Many parents accompany their children to school each day and several stay to volunteer in classrooms. All visitors to our campus are required to sign in and out each day, so that we may have an accurate count of everyone at all times.

Our School Safety Plan is updated each year. We practice several drills annually: earthquake, fire, and lockdown/secure campus. Our staff and students perform each of these drills with careful attention so that we may be ready if or when an emergency occurs. Our goal is to keep all students, volunteers and staff safe.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	655.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	.2

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		22	1	5		25		4	
1	24		4		24		4		23		5	
2	22		5		24		4		23		4	
3	20	1	5		21	1	5		23	1	4	
4	27		3		30		4		29		4	
5	25	1	4		26	1	3		25	1	4	
Other**	11	1							12	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2019-20 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

Lakeside Farms receives state and federal funds to enhance our students' education. These funds are used annually to support our school goals and learning for all. Examples of recent expenditures include: Arts instructors to enhance our well-rounded programs, technology programs to support student learning, a Bilingual aide to support our non-English speaking students, and much more.

Each year, our School Site Council (SSC) meets to discuss our target areas of improvement and develop a plan to support those areas. The SSC is comprised of the principal, teachers, and parents who share the goal of improving our school and our students' performance.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7962	72	7889	75388
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.0	11.1
School Site/ State	-11.8	7.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.