



Sycamore Rocks Elementary

23450 South Road • Apple Valley, CA 92307 • (760) 240-3332 • Grades K-6

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<https://sites.google.com/avusd.org/sycamorerocks-new/home>

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



Apple Valley Unified School District

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District Governing Board

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Educational Services

Matthew Schulenberg
Assistant Superintendent,
Administrative Services

School Description

Sycamore Rocks Elementary School, which opened in 1995, is located in the northeast section of Apple Valley and serves students in Preschool/Transitional Kindergarten through sixth grade. Seven hundred students along with teachers and classified employees enjoy our beautiful campus. Sycamore Rocks' motto "If it's to be, it's up to me" exemplifies our core belief of taking responsibility for your actions and doing your best each day. Our school mission is as follows:

Parents, staff, and students at Sycamore Rocks Elementary School will work together as a team to successfully produce responsible lifelong learners. The learning styles of students will be addressed to ensure that each student reaches his/her potential. All academic areas will be enhanced through the arts to help students learn to communicate effectively and grow to be productive citizens within an ever-changing community.

Music is playing on outdoor speakers as you walk up to our school. Staff and student pictures along with artwork are displayed in the office which highlights our focus on the visual and performing arts. Academic areas are enhanced through the arts to assist in making learning meaningful and fun.

Site-based decisions have allowed our school to provide a variety of programs and activities for students. Students in grades Kindergarten through 3rd are using the McGraw Hill Reading Series. Students in 4th through 6th grades are using the Benchmark Reading Series. In addition, our teachers incorporate many other quality programs, including Orton Gillingham Phonics, Units of Study Writers' Workshop, and Epic online library. Grades 4-6th use the Read 180 Language Arts Program for Reading Intervention and Leveled Literacy Intervention Program is used K - 6th. All students are involved in arts rotation classes. This helps to bring to our students the four arts disciplines which are visual art, music, drama, and dance. Our learning center teacher, Instructional Coach, SAI and speech teachers work together as a team to support our programs and activities, providing quality education to our students.

Curriculum/Instruction:

Transitional Kindergarten through grade 6 students receive specially designed reading and math instruction to meet their academic needs. The adopted Reading curriculum is used along with Orton Gillingham Phonics. Accelerated Reading is a supplemental program being used. All students at Sycamore Rocks are involved in visual and performing arts activities. This takes place through arts rotation classes and arts integration. ILP's are written for at-risk students and these students have opportunities for additional support including in-class interventions through small group instruction, participation in Learning Center activities, and Remedial Reading/Math classes. Every student participates in Physical Education on a daily basis, meeting the requirement of an average of 20 minutes of P.E. each day. Each teacher designs the curriculum for their physical education program using the California State Standards.

Pre-School/Transition to Kindergarten:

A State Preschool is on the Sycamore Rocks campus. Both our Transitional Kindergarten and Kindergarten teachers work with the Pre-school teachers to ensure a smooth transition into Kindergarten. This year our TK/Kindergarten program has implemented the Mini Miracles Program from Preschool to assist with the transition. This program enables our students to continue to practice self-regulation.

Student Achievement:

To ensure student achievement, our curriculum is aligned with state standards and is assessed and monitored frequently. Student Achievement is monitored by staff throughout the school year. iReady Reading and Math tests and Reading Records are administered during the school year to check growth and identify areas of concern. ILP's are written early in the year for at-risk students and student study team meetings are held as appropriate. Students in third through sixth grade also participate in the California Assessment of Student Performance and Progress testing each spring.

By law (California Education Code Section 60800), all public local educational agencies in California are required to administer the Physical Fitness Test (PFT) annually to all students in fifth grade. The PFT was administered to our students in the Spring of 2019. We had a participation rate of 98%. The PFT assesses each student to their level of health-related fitness. Parents and guardians understand their child's fitness levels as they receive a report stating the results of their student's test. This allows teachers, parents, and guardians to monitor changes in the student's fitness levels. The PFT scores are available for parents through the Aeries Parent Portal.

Objectives include:

1. Increase student achievement in reading, math, and science.
2. Increase parental involvement in school functions and the child's education.
3. Effectively diagnose student needs and provide appropriate interventions.
4. Provide teachers with assessments and data analysis to provide better feedback on the achievement of student subgroups.
5. Increase staff expertise in effective instruction and promote teacher networking.
6. Provide students with a safe environment.
7. Involve all students in visual and performing arts activities.
8. English Language Learners will be provided with opportunities to access the core curriculum using SDAIE strategies, English in a Flash, small group, and one on one instruction.

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	111
Grade 1	101
Grade 2	111
Grade 3	101
Grade 4	68
Grade 5	97
Grade 6	98
Total Enrollment	687

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.1
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.6
White	44.4
Two or More Races	1.7
Socioeconomically Disadvantaged	74.5
English Learners	8.6
Students with Disabilities	10.5
Foster Youth	1.3
Homeless	5.1

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 Sycamore Rocks	17-18	18-19	19-20
With Full Credential	29	28	29
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	1	0	1

Teacher Credentials for Apple Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	524
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at Sycamore Rocks Elementary

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)

On April 13th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption for grades K through six. For grades K through 3, McGraw Hill Reading Wonders was adopted and grades 4 through 6 adopted Benchmark Advance. On December 7th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption of McGraw Hill-World of Wonders for TK. On April 12th, 2018 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the Math textbook adoption of Houghton Mifflin - California Go Math for grades K-5.

The district held a public hearing on September 6, 2018 to validate the availability of standards-aligned and state-adopted textbooks and instructional materials to each pupil. The Board adopted Resolution #1819-03 which certifies that all students in the district has, or will have prior to the end of the eighth week of school, sufficient textbooks or instructional materials, or both.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> McGraw-Hill World of Wonder, 2017- TK McGraw-Hill Wonders Grades, 2017- K-3 Benchmark Advance, 2017 Grades- 4-6 Houghton Mifflin Company/ Scholastic: Read 180, 2015- Grades 4-8 <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>
Mathematics	<ul style="list-style-type: none"> California Go Math Elementary, Houghton Mifflin, 2018 - Grades - K-5 California Go Math Middle School, Houghton Mifflin , 2016- Grade 6-8 <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>
Science	<ul style="list-style-type: none"> Pearson Scott Foresman: Scott Foresman California Science (Big Books), 2008 - Kindergarten Pearson Scott Foresman: Scott Foresman California Science, 2008 - Grades 1-5 McDougal Littell: McDougal Littell California Middle School Science Series, 2007 - Grade 6 - Earth Science <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>
History-Social Science	<ul style="list-style-type: none"> MacMillan/McGraw-Hill: California Vistas (Big Books), 2007 - Kindergarten MacMillan/McGraw-Hill: California Vistas, 2007 - Grades 1-2 Pearson Scott Foresman: Scott Foresman History-Social Science for California, 2007 - Grades 3-5 Pearson Prentice Hall: Prentice Hall Social Studies, 2007 - Grades 6 <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

"Effective with the October 2017 Facility Inspection, Apple Valley Unified School District determined to hire a third party independent consultant to inspect the facilities of the District and complete the annual Facility Inspection Tool (FIT) Reports. This procedure has established consistent inspection methodologies and reporting procedures on our annual FIT Reports."

Sycamore Rocks Elementary School is a beautiful facility that continues to be well maintained. Our custodial staff consists of one full-time day custodian and one full-time and one part-time evening custodian. Custodians are doing an outstanding job of maintaining the campus. Site custodians follow set procedures daily to ensure that an appropriate environment is maintained. Restrooms are checked periodically throughout each school day to ensure cleanliness and functionality. A weekly playground check is completed at the beginning of each week. An annual facility inspection, using the state-adopted Facilities Inspection Tool, is conducted to ensure that the campus is in "good repair". District maintenance personnel evaluate the facility throughout the year, make necessary repairs, and plan long-term projects with the site administrator. The most recent site inspection was completed on 10/16/2019.

Site and district staff work together to keep the facility well maintained. Shrubs and trees are replaced each year to keep the grounds in good condition and annual painting of parking areas are scheduled.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The administration and custodial staff will work with the Maintenance & Operations department to fix all documented deficiencies. Work orders were submitted on 12/4/19. (Work orders #1920-2879,1920-2881, and 1920-2888.)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	The administration and custodial staff will work with the Maintenance & Operations department to fix all documented deficiencies. Work orders were submitted on 12/4/19. (Work order # 1920-2868.)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	48	43	42	42	50	50
Math	38	38	27	26	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	15.8	28.4	20.0

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	355	350	98.59	43.43
Male	193	190	98.45	41.05
Female	162	160	98.77	46.25
Black or African American	18	18	100.00	38.89
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	164	161	98.17	41.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	158	156	98.73	45.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	272	268	98.53	42.16
English Learners	40	39	97.50	41.03
Students with Disabilities	50	49	98.00	12.24
Foster Youth	--	--	--	--
Homeless	23	23	100.00	0.00

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	354	350	98.87	37.71
Male	193	191	98.96	34.03
Female	161	159	98.76	42.14
Black or African American	18	18	100.00	27.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	160	98.16	36.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	158	157	99.37	41.40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	271	268	98.89	37.31
English Learners	40	40	100.00	27.50
Students with Disabilities	50	49	98.00	10.20
Foster Youth	--	--	--	--
Homeless	22	22	100.00	0.00

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)

Sycamore Rocks Elementary School encourages parent involvement through volunteer helpers in the classroom and special activities. Volunteers are needed for special activities including class celebrations, family nights and school programs. A Back To School Night is held at the beginning of the school year followed by several family nights. Parent/Teacher Conferences are also scheduled mid-year to discuss the progress of students. The Sycamore Rocks Parent/Faculty Organization assists staff members and students throughout the year. PFO sponsored fundraisers take place to assist in funding field trips, awards and arts activities, such as the Arts Fair. Parents also serve on ELAC and the School Site Council helping to review programs and activities and updating our school plan.

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 School Safety Plan at Sycamore Rocks Elementary School includes information on conducting disaster drills along with information on the site's vision/mission and safety goals. Sycamore Rocks continues to work with the district to ensure that the site, along with all other sites, is prepared for emergency situations. Drills are conducted on a regular basis throughout the school year.

Campus safety is most important and the staff takes extra measures to ensure that students are safe each day. Students are required to stay on campus all day. Both students and parents enter through the office door during the instructional day. Gates are locked each morning requiring all visitors to report to the office and check-in with the Raptor System before entering the campus.

Programs concerned with safety include fire prevention, emergency preparedness, bullying prevention, drug awareness, and personal safety. Representatives from the Apple Valley Unified School Police department, Apple Valley Sheriff and Fire Departments visit the campus periodically to discuss issues with students and to present assemblies. Staff and students recognize both Character Counts Week and Red Ribbon Week each year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	1.2	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.3	4.6	5.1
Expulsions Rate	0.4	0.2	0.2

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*	1374.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	

* 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	24		5		23	1	5		20	2	4	
1	22		5		22		5		25		4	
2	23		3		25		4		22	1	4	
3	22		5		25		3		24		4	
4	33		1	1	31		2	1	33		1	1
5	32		2	1	30		3		31		3	
6	33	1	2	2	24	1	1	1	26	1	2	1
Other**	10	1			14	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	6	5	8

Staff development activities take place at Sycamore Rocks throughout the school year. Programs/activities are designed around district and site goals. Each year staff members write personal and grade level goals, and school wide goals are reviewed and updated. Literacy and Math skills are the focus. The site and district continue to work together to train staff to use new programs to help meet the needs of all students. Apple Valley Unified School District offers a selection of workshops and seminars on standards-based instruction and teaching methodology. Our scheduled student early release days help to give time for staff development needs. Professional Learning Communities (PLC's) are held on a weekly basis to discuss student learning. The Instructional Coach, Mentor teachers and teachers on assignment are also available to assist staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,699	\$51,374
Mid-Range Teacher Salary	\$73,859	\$80,151
Highest Teacher Salary	\$109,273	\$100,143
Average Principal Salary (ES)	\$128,267	\$126,896
Average Principal Salary (MS)	\$132,444	\$133,668
Average Principal Salary (HS)	\$146,192	\$143,746
Superintendent Salary	\$214,821	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	4%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5202.25	516.67	4685.58	69527.50
District	N/A	N/A	9958.47	79336.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-72.0	-11.8
School Site/ State	-41.3	-13.6

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.

Types of Services Funded

In addition to the regular K-12 education program, other services are funded by the general fund, categorical, and special programs. These other services include: special education, counseling, library services, child welfare and attendance, Title I, ELD (English language development), School Improvement Program and others.

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.