Maple Hill Elementary School

1350 South Maple Hill Road • Diamond Bar CA, 91765 • (909) 861-6224 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Walnut Valley Unified School District

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Principal's Message

Welcome to Maple Hill, the Land of the HAWKS! It is my pleasure to welcome you to the Maple Hill Elementary School Accountability Report Card. This annual report card to the community highlights valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state. The Maple Hill staff is committed to implementing an intensive, standards-based curriculum to ensure each child's success. A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Parents are our partners in the important job of educating the children of this community, and we work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure.

Maple Hill Elementary is a distinguished 2016 Gold Ribbon School with a dedicated and passionate staff who selflessly mentor, teach, and inspire a diverse student body comprising many talented and unique young minds. Maple Hill Elementary represents the best of the best in elementary education. Walk through the halls of our state of the art facility, and you will see our students developing into scholars, principled leaders, inquirers, risk-takers, reflective thinkers, caring citizens, and open-minded communicators. You will also see a network of dedicated teachers, staff, and parents working collectively to put "Kids First-Every Student, Every Day."

At Maple Hill, it is our mission to establish a school environment where every student has the opportunity to receive a stellar education — one that meets their individual needs in a safe and loving environment where their hearts are ignited, their spirits are encouraged, and their minds are challenged. We strive to ensure that all students who walk through the Maple Hill doors are given the tools, skills, and support to discover their true self-worth, make the impossible possible, and are inspired to make the world a better place.

Maple Hill takes great pride in educating the whole child. Academically, Maple Hill has been recognized as a California Distinguished School two times and awarded the coveted title of "California Gold Ribbon School" in 2016. In 2019, Maple Hill was one of two schools in our district to receive the Golden Bell Award from the California School Board Association for our outstanding supports that we provide to close the Opportunity Gap. All curriculum provided at each grade level, TK-5, has been aligned to the Common Core State Standards and Next Generation Science Standards. Maple Hill is also proud to be a Project Lead the Way (PLTW) Launch School. From Kindergarten to the 5th grade, our students participate in hands-on S.T.E.A.M (science, engineering, technology, art, and math) learning opportunities in computer science, engineering, and biomedical science. PLTW's research-supported approach empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. In 2018, Maple Hill gained national honor by being recognized as a PLTW Distinguished Launch School. Maple Hill was one out of 340 schools (elementary, middle, and high schools) to be selected. Maple Hill also promotes visual and performing arts. Our grade levels orchestrate classroom performances that are memorable for all children. We are an Art in Action school that teaches all mediums of art, including sculpting and wiring. We have cultural dance residencies in 1st and 3rd grades, a science drama program for 2nd, recorders and choir for 4th graders, and band and vocals for our 5th graders. Our 5th grade GATE students participate in Improv classes to encourage their confidence, speaking skills, and creativity. The arts are alive at Maple Hill!

Providing academic rigor in a student engaged environment is a top priority at Maple Hill. However, also ensuring that students are taught the core values of character development so that they can grow to be productive and caring members of society is our school's philosophy. Maple Hill has been a PBIS (Positive Behavioral Interventions & Supports) school since 2014. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. In August of 2016 and 2017, Maple Hill was the recipient of the "Silver" Award from The California PBIS Coalition for our excellence in the measurement of fidelity as well as our efforts in implementing the core features of PBIS. In 2018, Maple Hill received the "Gold" Award from the California PBIS Coalition and in 2019 we received the highest award, Platinum.

Based on the Walnut Valley School District's Blueprint for Excellence, Maple Hill provides every student the opportunity for personal and academic learning each and every day, creates an educational environment that supports student learning, and ensures that every member of the staff possesses the leadership skills and attributes to support the learning process of every student.

School Slogan:
- Kind Heart
- Strong Mind
- Brave Spirit
- Hawk Pride

Vision Statement:
I will REACH each and every day to be the best version of me and to make the world a better place.
I will have a kind heart, a strong mind, a brave spirit, and Hawk Pride.

Mission Statement:
At Maple Hill, it is our mission to establish a school environment where every student has the opportunity to receive a stellar education — one that meets their individual needs in a safe and loving environment where their hearts are ignited, their spirits are encouraged, and their minds are challenged. We strive to ensure that all students who walk through the Maple Hill doors are given the tools, skills, and support to discover their true self-worth, make the impossible possible, and are inspired to make the world a better place.

School Profile
Maple Hill Elementary School is located in the northern region of Diamond Bar and serves students in grades transitional kindergarten through fifth following a traditional calendar. Maple Hill Elementary School is a dynamic and unique school among the nine elementary schools in the Walnut Valley School District. Built in 1980, the school has experienced changing demographics over the last 35 years, and our current population reflects the ethnic diversity of our community (2018-2019): 64.3% Asian, 14.7% Hispanic, 6.9% White, 7.1% Filipino, 2.1% African American, and 4.8% two or more races. According to The California Department of Education School Profile Report, Maple Hill is comprised of 17% on Free and Reduced Lunch and 18.7% English Learner students.

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	94
Grade 1	75
Grade 2	78
Grade 3	78
Grade 4	95
Grade 5	98
Total Enrollment	518

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
Asian	64.3
Filipino	7.1
Hispanic or Latino	14.7
White	6.9
Two or More Races	4.8
Socioeconomically Disadvantaged	18.3
English Learners	18.7
Students with Disabilities	9.3

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 Maple Hill Elementary	17-18	18-19	19-20
With Full Credential	19	19	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Walnut Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	504
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Maple Hill 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)

All textbooks used in the core curriculum at Maple Hill Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 18, 2019, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #20-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Benchmark Education Company **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin Harcourt Math Expressions 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt Brace, Social Science - 2007 **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)

The district's maintenance department inspects Maple Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Maple Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, June 14, 2019. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2019-20, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 14, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	82	84	76	77	50	50
Math	82	85	74	75	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	17.2	16.2	52.5

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	273	270	98.90	83.70
Male	133	132	99.25	81.06
Female	140	138	98.57	86.23
Black or African American	--	--	--	--
Asian	177	175	98.87	89.14
Filipino	21	21	100.00	85.71
Hispanic or Latino	37	36	97.30	63.89
White	16	16	100.00	68.75
Two or More Races	16	16	100.00	87.50
Socioeconomically Disadvantaged	58	57	98.28	80.70
English Learners	79	77	97.47	76.62
Students with Disabilities	34	33	97.06	51.52
Homeless	--	--	--	--

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	273	271	99.27	85.24
Male	133	132	99.25	84.85
Female	140	139	99.29	85.61
Black or African American	--	--	--	--
Asian	177	176	99.44	93.75
Filipino	21	21	100.00	80.95
Hispanic or Latino	37	36	97.30	55.56
White	16	16	100.00	62.50
Two or More Races	16	16	100.00	93.75
Socioeconomically Disadvantaged	58	58	100.00	79.31
English Learners	79	78	98.73	83.33
Students with Disabilities	34	33	97.06	51.52
Homeless	--	--	--	--

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)
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), Remind App, the school marquee, school newsletters, Community Club newsletters, the school website, and teacher newsletters. Contact the school principal or school secretaries at (909) 861-6224 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:
• Chaperone Field Trips
• Classroom Helper
• Reading Intervention Program
• School Library
• Community Club
• School Site Council
• English Language Advisory Council (ELAC)
• Presenters for GATE and Career Day

Committees:
• English Learner Advisory Council
• School Site Council
• Community Club

School Activities:
• Parent Breakfast with the Principal
• Back to School Night
• Student Performances
• Principal's Awards
• Fall Parade
• After School Hawk Shop
• Winter Movie Night
• Winter Hawk Shop
• Evening Plays and Musicals
• Hawk Walk/Hawk Walk Pep Rally
• VIP Dance
• Family Nights
• Parent/Student Nights
• Talent Show
• Book Fair
• Open House
• Classroom Activites

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 Comprehensive School Site Safety Plan was developed for Maple Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, protocol with chemical/hazardous products, sexual harassment policies, and the uniform complaint procedure. Our School Safety plan outlines lockdown procedures, disaster response procedures, and reunification process with student and family. All responsibilities and duties of each Disaster Committee are explained in detail in our plan.
The school's most recent school safety plan was reviewed, updated, and discussed with the school staff and School Site Council Committee in August and September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.7
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*   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 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		4		23		4		24		4	
1	24		3		27		3		25		3	
2	27		3		26		3		26		3	
3	27		3		27		3		26		3	
4	30		3		28		3		32		3	
5	34		1	2	29	1		3	33		1	2
Other**	13	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	48	111	85

All training and curriculum development activities at Maple Hill Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-2019 school year, Maple Hill Elementary School held staff development devoted to:

- Technology (interventions/enrichment/behavior management)
- Writer's Workshop-Units of Study
- Interventions/Accommodations/Teaching Practices: Closing the Achievement Gap
- NGSS (Next Generation Science Standards) with K12 Alliance
- PLTW (Project Lead the Way)
- ELA/ELD Framework
- Google Classroom
- Thinking Maps
- Behavior Management-Restorative Practices
- Student Engagement
- DIBLES (reading assessment)
- Project GLAD (Guided Language and Acquisition Design)
- Common Assessments for Reading (ORF and ORE)

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, district benchmark results, data analysis, and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Maple Hill Elementary School supports ongoing professional growth throughout the year on early out days (Thursdays), and during grade-level planning meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2018-2019 school year, Maple Hill Elementary School's teachers attended the following events hosted by the Walnut Valley Unified School District:

- Science Textbook Adoption
- Curriculum Councils
- Project GLAD Training
- ELA/ELD Framework
- Thinking Maps
- Google Certification
- Units of Study-Writer's Workshop
- Social and Emotional Learning Training

Maple Hill Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Paraprofessionals are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives during monthly Classified Meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,680	$51,374
Mid-Range Teacher Salary	$75,410	$80,151
Highest Teacher Salary	$105,160	$100,143
Average Principal Salary (ES)	$121,431	$126,896
Average Principal Salary (MS)	$133,448	$133,668
Average Principal Salary (HS)	$143,102	$143,746
Superintendent Salary	$276,250	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	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	$6,908	$2,111	$4,797	$77,410
District	N/A	N/A	$7,500	$81,644.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.0	2.3
School Site/ State	-13.4	12.4

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

- • Local Control Funding Formula (LCFF) Base
- • Local Control Funding Formula (LCFF) Supplemental
- • Special Education
- • Title II
- • Title III
- • State Lottery

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.