



# Camarillo Heights STEM Academy

35 Catalina Dr. • Camarillo, CA 93010 • (805) 482-9838 • Grades K-5

Claudia Stepan, Principal

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



### Pleasant Valley School District

600 Temple Ave.

Camarillo, CA 93010

(805) 482-2763

[www.pleasantvalleysd.org](http://www.pleasantvalleysd.org)

#### District Governing Board

Beckie Cramer

**President**

Pat FitzGerald

**Clerk**

Suzanne Kitchens

**Board Member**

Bob Rust

**Board Member**

Ron Speakman

**Board Member**

#### District Administration

Dr. Angelica Ramsey

**Superintendent**

Carol Bjordahl

**Assistant Superintendent,  
Administrative Services**

Chris Johnston

**Assistant Superintendent, Business  
Services**

Dr. Veronica Ortega

**Assistant Superintendent,  
Educational Services**

### Principal's Message

Camarillo Heights STEM Academy prides itself on the partnership between parents and staff who work together to reach new heights in meeting the needs of all students. This partnership provides strong fiscal and volunteer support that ensures success in the classroom. As a learning community, our staff, students, and parents work collaboratively to promote a hands-on learning environment where students can succeed. Students have access to a STEM lab for life science investigations and a MakerSpace to explore physical sciences and engineering practices. Staff collaboratively reviews data to make instructional decisions that allow for the needs of each learner to be met. Students are afforded various leadership opportunities through the school's News Team, Junior Optimist Program, and Smile Crew. Leadership education is embedded through the school culture using The Seven Habits of Happy Kids and students' social emotional needs are supported through the Second Step curriculum.

### Vision

All Belong, All Learn, All Lead

### Mission

CHSA prepares students to be leaders who thrive academically, socially, and emotionally

## 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            | 72                 |
| Grade 1                 | 52                 |
| Grade 2                 | 53                 |
| Grade 3                 | 66                 |
| Grade 4                 | 70                 |
| Grade 5                 | 53                 |
| <b>Total Enrollment</b> | <b>366</b>         |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.9                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 4.1                         |
| Filipino                            | 2.2                         |
| Hispanic or Latino                  | 32                          |
| Native Hawaiian or Pacific Islander | 0.8                         |
| White                               | 51.1                        |
| Two or More Races                   | 7.4                         |
| Socioeconomically Disadvantaged     | 31.4                        |
| English Learners                    | 5.2                         |
| Students with Disabilities          | 22.1                        |
| Foster Youth                        | 0.3                         |
| Homeless                            | 0.5                         |

## 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 Camarillo Heights   | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 20    | 18    | 17    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Pleasant Valley School | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                           | ♦     | ♦     | 280   |
| Without Full Credential                        | ♦     | ♦     | 3     |
| Teaching Outside Subject Area of Competence    | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at Camarillo Heights STEM Academy

| 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)

### Instructional Materials (School Year 2019-20)

The school district held a public hearing on October 17, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 17, 2019

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | Benchmark Advance<br>Adopted in 2016<br><br>Fountas & Pinnell (primary hour)<br>Adopted 2016<br><br>Lucy Calkins Writing<br>Adopted 2014<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Mathematics            | Eureka Math<br>Adopted in 2014<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| Science                | MacMillan<br>Adopted in 2008<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| History-Social Science | Scott Foresman<br>Adopted in 2006<br><br>The textbooks listed are from most recent adoption: Yes<br>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)

#### School Facilities

Camarillo Heights STEM Academy was originally constructed in 1956 and is comprised of 19 permanent classrooms, one multipurpose room, a MakerSpace, a staff lounge, a computer lab, a science lab, and two playgrounds. The district implemented a New School Lunch Program during the 2010-11 school year, updating kitchen equipment.

#### Cleaning Process

Three part-time custodians (equal to 1.5 FTE) ensure that the cleaning of the school is maintained to provide a clean and safe school environment.

#### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 08/26/19**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned      |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |  |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |  |
| <b>Electrical:</b><br>Electrical   | Good          |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Poor          | Asphalt is cracked and in need of resurfacing. |
| <b>Overall Rating</b>  | <b>Good</b>   |  |

## 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 |
|-------------|--------------|--------------|----------------|----------------|-------------|-------------|
| <b>ELA</b>  | 52           | 55           | 62             | 64             | 50          | 50          |
| <b>Math</b> | 48           | 56           | 49             | 51             | 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 |
|----------------|--------------|--------------|----------------|----------------|-------------|-------------|
| <b>Science</b> | 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 |
|-------------|--------|--------|--------|
| <b>5</b>    | 16.7   | 18.5   | 14.8   |

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                     | 192              | 188           | 97.92          | 55.32                   |
| Male                             | 115              | 112           | 97.39          | 45.54                   |
| Female                           | 77               | 76            | 98.70          | 69.74                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 73               | 71            | 97.26          | 43.66                   |
| White                            | 91               | 89            | 97.80          | 60.67                   |
| Two or More Races                | 16               | 16            | 100.00         | 68.75                   |
| Socioeconomically Disadvantaged  | 68               | 66            | 97.06          | 50.00                   |
| English Learners                 | 14               | 14            | 100.00         | 35.71                   |
| Students with Disabilities       | 56               | 53            | 94.64          | 30.19                   |
| Foster Youth                     | --               | --            | --             | --                      |
| 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                     | 192              | 187           | 97.40          | 56.15                   |
| Male                             | 115              | 111           | 96.52          | 49.55                   |
| Female                           | 77               | 76            | 98.70          | 65.79                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 73               | 71            | 97.26          | 43.66                   |
| White                            | 91               | 89            | 97.80          | 61.80                   |
| Two or More Races                | 16               | 15            | 93.75          | 73.33                   |
| Socioeconomically Disadvantaged  | 68               | 66            | 97.06          | 51.52                   |
| English Learners                 | 14               | 14            | 100.00         | 28.57                   |
| Students with Disabilities       | 56               | 53            | 94.64          | 30.19                   |
| Foster Youth                     | --               | --            | --             | --                      |
| 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)

#### Parent Involvement

Camarillo Heights STEM Academy has strong parental support. The active PTC (Parent Teacher Council) organizes many activities, including the carnival, Boosterthon, Art Auction, monthly restaurant nights, and book fairs. They also provide an art docent program for all students TK-5 where trained parent volunteers teach monthly art lessons in each classroom. Parents are involved in School Site Council and help inform program decisions at Camarillo Heights. The opening day packet and school handbook give more information about how parents can become involved. Parent volunteer opportunities are also located on the school's website; [www.pleasantvalleysd.org/Domain/8](http://www.pleasantvalleysd.org/Domain/8)

Camarillo Heights is proud of how parents actively support their children at Camarillo Heights. Please contact Rebecca Miranda, PTC president, for more information on parent involvement. She may be reached at (805) 482-9838.

### 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 safety of students and staff is a primary concern of Camarillo Heights Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated in the fall and spring of each year by the school safety committee. Revisions are communicated to staff. The school's disaster preparation plan includes steps for ensuring student safety during a disaster. The emergency bin is continuously stocked and updated. Safety drills ranging from fire, disaster, earthquake, and lockdown are conducted on a monthly basis throughout the school year. Students are supervised before and after school by teachers and campus supervisors, as well as during lunch and recess periods. There is a designated area for student drop off and pick up. Visitors must sign in and out at the office and receive a badge. Unauthorized visitors are not permitted on campus.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 0.5     | 0.5     | 1.1     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 2.0     | 2.0     | 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  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  | 3.5                                  |
| Resource Specialist (non-teaching)                  | 1.0                                  |
| 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           | 16                         | 2                               | 3                                |                                | 23                         |                                 | 3                                |                                | 19                         | 1                               | 3                                |                                |
| 1           | 19                         | 6                               |                                  |                                | 20                         | 1                               | 4                                |                                | 20                         | 1                               | 4                                |                                |
| 2           | 21                         | 2                               | 4                                |                                | 21                         |                                 | 6                                |                                | 24                         |                                 | 4                                |                                |
| 3           | 19                         | 2                               | 4                                |                                | 19                         | 2                               | 6                                |                                | 21                         | 2                               | 4                                |                                |
| 4           | 24                         |                                 | 4                                |                                | 32                         |                                 | 2                                |                                | 32                         |                                 | 4                                |                                |
| 5           | 22                         | 2                               | 4                                |                                | 22                         | 2                               | 4                                |                                | 24                         |                                 | 4                                |                                |
| Other**     |                            |                                 |                                  |                                | 10                         | 1                               |                                  |                                | 10                         | 4                               |                                  |                                |

\*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 | 3       | 3       | 3       |

#### Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of Common Core State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to California State Standards utilizing adopted curricula. The district offered three or more staff development days a year for the past three years.

### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$49,656        | \$45,741                                     |
| Mid-Range Teacher Salary      | \$78,561        | \$81,840                                     |
| Highest Teacher Salary        | \$97,945        | \$102,065                                    |
| Average Principal Salary (ES) | \$112,994       | \$129,221                                    |
| Average Principal Salary (MS) | \$118,124       | \$132,874                                    |
| Average Principal Salary (HS) | \$0             | \$128,660                                    |
| Superintendent Salary         | \$191,700       | \$224,581                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 38%             | 36%  |
| Administrative Salaries    | 7%              | 5%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 | \$7,491 | \$1,516    | \$5,975      | \$74,874               |
| District    | N/A     | N/A        | \$7,607      | \$76,695.00            |
| State       | N/A     | N/A        | \$7,506.64   | \$82,663.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -24.0        | -6.4                   |
| School Site/ State   | -64.1        | -14.1                  |

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**

Services available to support students include primary hour reading intervention, after school math tutoring for 3rd-5th grade students, reading specialist support for grades K-3, and counseling support 2 .5 days weekly.

**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.