



EastLake Elementary School

1955 Hillside Drive • Chula Vista, CA 91913 • (619) 421-4798 • Grades K-6

Dr. Eric J. Banatao, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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Assistant Superintendent, Business Services and Support

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Assistant Superintendent, Innovation and Instruction Services and Support

School Description

EastLake Elementary School is one of 45 schools in the Chula Vista Elementary School District. The school is located in EastLake and serves the neighborhoods of EastLake Hills and EastLake Shores. In addition, our site receives students from the surrounding EastLake and Otay Ranch neighborhoods. A large parking area and landscaped grounds greet visitors, staff and students. Each of the five buildings has four classrooms, a workroom, and office/study rooms. In addition, there are 11 portable classrooms.

EastLake Elementary School has a strong sense of community. We pride ourselves on being visitor friendly, service-oriented, and child-centered. Our Eagle Family works together in making decisions while accepting responsibility for the success of our children.

Our PTA has been very active with many sponsored events throughout the year. In addition, our site features Visual and Performing Arts (VAPA) teachers in the areas of Music, Theater Arts, and Visual Arts/Graphic Design, who also serve as cross-curricular Support Teachers who reinforce language arts, mathematics, and technology standards.

Mission

EastLake Elementary educates the whole child by nourishing a student's social, academic, and verbal growth. Through in-school and after school enrichment activities, our students develop into independent, kind, responsible citizens who are prepared academically and intra-personally for college and career.

In support of our mission, we have goals in our site plan to support achievement in English / Language Arts, Reading, and Mathematics. Achievement and progress are monitored using a variety of data sources: CAASPP, CELDT, Triennial Progress Reports, Local Measures, and site formative assessments.

Our school-wide focus is in the area of California State Standards, enhancing student speaking and listening skills with an emphasis on the development of English Language Learners. Students work to increase the ability to read quickly, and effortlessly with meaning and expression, while focusing on the meaning and vocabulary words.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	165
Grade 1	86
Grade 2	68
Grade 3	71
Grade 4	67
Grade 5	84
Grade 6	107
Total Enrollment	648

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.3
Asian	2.2
Filipino	9.3
Hispanic or Latino	67.1
Native Hawaiian or Pacific Islander	0.5
White	12.3
Two or More Races	2.3
Socioeconomically Disadvantaged	32.7
English Learners	21.3
Students with Disabilities	10.6
Foster Youth	0.3

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			
EastLake Elementary School	15-16	16-17	17-18
With Full Credential	30	32	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
EastLake Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	1		

* "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 2017-18)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced and Benchmark Adelante (English and Spanish). Adopted Spring 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at EastLake Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Our custodial staff performs basic cleaning operations daily. A new Kindergarten playground has been installed. The school has been re-carpeted in all areas except the administrative areas. Projectors have been mounted in all classrooms. This will not only allow for more space, but enhance the learning experience using various technology lessons. Several diseased trees were removed in 2010. New trees have been re-planted in the areas in front of the school and on our play fields.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/16/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			500 Work Room: covebase near sink detached from wall CR 202: transition piece from carpet to floor separating CR 604: 1 lamp out; sink cabinet door needs repair; fountain handle comes off CR 705: YMCA - carpet spots; 2 stained ceiling tile; sink counter needs repair and chaulking Library Boys RR: right sink needs rechaulking; light diffusers dirty; entrance wall transition dusty
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 604: 1 lamp out; sink cabinet door needs repair; fountain handle comes off Library Boys RR: right sink needs rechaulking; light diffusers dirty; entrance wall transition dusty
Electrical: Electrical	X			601/603 storage/office: Outlet box missing cover CR 501: 1 lamp out; office CR 602: Sink cabinet door needs repair; 3 lamps out; 1 unmarked spray bottle CR 701: CR 702: CR 712: two lamps out Kitchen:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 303: Fountain low CR 401: P-Trap corroded CR 403: fountain top comes off. CR 503: P-Trap corroded CR 603: Fountain low CR 707: Fountain low CR 711: Fountain low Staff lounge: Faucet needs aerator
Safety: Fire Safety, Hazardous Materials	X			CR 404: 1 unmarked spray bottle CR 601: Sink needs caulk, Lysol spray under sink. CR 602: Sink cabinet door needs repair; 3 lamps out; 1 unmarked spray bottle Kitchen storage: Locker not secured. Multiple Purpose: Back stage, Exit blocked, wheel chair lift blocked. Tack board damaged. Stage: Rack not secured
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Play Toy: Big toy wood chips on slides/low Playground: DG washing down onto asphalt
Overall Rating	Exemplary	Good	Fair	Poor
		X		
Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs				

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	69	70	62	62	48	48
Math	49	61	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	81	66	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	40	17.5

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	105	100	95.2	66.0
Male	51	47	92.2	59.6
Female	54	53	98.2	71.7
Filipino	11	11	100.0	90.9
Hispanic or Latino	79	76	96.2	61.8
Socioeconomically Disadvantaged	43	40	93.0	52.5
English Learners	26	25	96.2	32.0
Students with Disabilities	18	14	77.8	85.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	341	325	95.31	69.54
Male	158	151	95.57	61.59
Female	183	174	95.08	76.44
Black or African American	17	17	100	70.59
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	31	31	100	90.32
Hispanic or Latino	229	217	94.76	66.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	41	95.35	70.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	131	94.93	57.25
English Learners	111	103	92.79	64.08
Students with Disabilities	47	43	91.49	25.58
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 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	341	332	97.36	60.54
Male	158	153	96.84	58.82
Female	183	179	97.81	62.01
Black or African American	17	17	100	64.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	31	31	100	70.97
Hispanic or Latino	229	222	96.94	57.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.67	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	134	97.1	48.51
English Learners	111	110	99.1	53.64
Students with Disabilities	47	43	91.49	20.93
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Dr. Eric J. Banatao

Contact Phone Number (619) 421-4798

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Parents are an integral part of our decision-making process at EastLake. The School Site Council (SSC) meets monthly to review, revise and update the Single Plan for Student Achievement. The plan ensures student achievement through a rigorous academic program offering equal access for each student. The SSC oversees the allocation of our Site Budget and Local Control Funding monies. The English Learner Advisory Committee meets quarterly to make sure the needs of the ELL students are being met. The Parent Teacher Association (PTA) supports the school by providing funds and activities that benefit the whole school. Some of the programs funded by them are: library books, teacher grants, field trips, school assemblies, after school sports, and technology. This year there are approximately 155 parent volunteers working in classrooms, the library, and in the office. We have developed formal and informal partnerships throughout the community with many business and organizations. These include: The EastLake Company, The EastLake Village Centers I & II, Chula Vista Police Department; Chula Vista Fire Department #6; U.S. Border Patrol; and EastLake High School. Student teachers from nearby universities train at EastLake. In addition, the EastLake Education Foundation (EEF) donates nearly \$20,000 each year to support technology implementation.

The EastLake School site serves as a center for community activities. After-school student activities include DASH, YMCA, Scouts, cartoon & animation, lacrosse, flag football, basketball, soccer, and music classes. Weekend activities include a variety of sports and community groups.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Student safety and well-being is promoted by activities that include emergency, lock down and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, No Place for Hate activities, and School Safety Patrol. Other ways EastLake helps support an environment conducive to learning include: All new teachers to the school were given the Parent Handbook which outlines school-wide expectations; Teacher expectations for developing an effective classroom environment were given by the school principal; A school-wide discipline plan was developed and individual classroom discipline plans are reflective of the school plan; There is adequate playground supervision; Parent volunteers and visitors are allowed on campus after signing-in through the office and are required to wear a Visitors Pass; A Yard Duty Aide and Morning Student Safety Patrol supervise students during breakfast prior to the start of school.

Comprehensive School Safety Plan approved by School Site Council on September 6, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.2	1.2	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	20	21	5	4	1	2	3	7			
1	18	18	17	3	3	3			2			
2	19	19	19	4	1	3		2				
3	20	17	19	3	4	3	1		1			
4	20	18	19	2	2	3	2	3	1			
5	21	27	22	1		2	2	3	1			
6	24	22	25		1	1	3	3	4			
Other	15			1								

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

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

Staff development topics for 2015-16 included: 1) Analysis of 2014-2015 student assessment data, 2) Professional Development in the areas of small group management, GLAD instructional strategies, and Wilda Storm Reading/Writing Strategies 3) Enhancing Speaking and Listening through Socratic Seminars.

Staff development topics for 2016-2017 include: 1) Analysis of 2015-2016 student assessment data, 2) Professional Development in the areas of small group management. 3) Professional development in the area of ELD instruction, GLAD instructional strategies, and Wilda Storm; 4) Math talk and collaborative math problem-solving.

Staff development topics for 2017-2018 include: 1) Analysis of 2016-2017 student assessment data, 2) Professional development with high impact language strategies to foster speaking and listening; 3) Professional development in the area of student assessment, data analysis; and 4) Math talk and collaborative math problem-solving.

ESSC Resource Teachers are accessed for training and instructional information. Collaboration time has been implemented to provide teachers with structured time for analysis of data and instructional practice. A school Resource Teacher (Academic Coach) was first hired in 2014-2015 for support to teachers and to provide professional development for staff.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,418.41	\$3,110.06	\$7,308.34	\$71,490.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			6.6	1.0
Percent Difference: School Site/ State			31.2	-3.5

* Cells with ♦ do not require data.

Types of Services Funded

A combination of site LCAP and Title I funds are used to support our Reading Resource Program. Identified students in grades 2-6 receive small group reading instruction. In addition, targeted students in grades 2-6 participate in after-school extended day programs to help master skills. Students below grade level and students designated ELL will receive additional support after school 1-2 days per week in the areas of Language Arts and Math. Further,

a part-time program support team provides enrichment opportunities for students in the areas of physical education, art, and science while also providing release time for teachers to collaborate around curriculum, instruction, and assessment.

Surveys of the school community assist with the identification, prioritization, and expenditure of Categorical and site control funds.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.