



# Rio Vista Elementary School

8809 Coffman Pico Rd • Pico Rivera, CA 90660 • (562) 801-5049 • Grades K-5

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### El Rancho Unified School District

9333 Loch Lomond Dr.  
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#### District Governing Board

Aurora R. Villon, Ed.D.  
Jose Lara  
Gabriel Orosco  
Rachel Canchola  
Teresa L. Merino, Ph.D.

#### District Administration

Roxane Fuentes, Ed.D., Interim  
**Superintendent**  
Mark Matthews  
**Assistant Superintendent, Human  
Resources**  
Manoj Roychowdhury  
**Assistant Superintendent, Business  
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Katherine Aguirre  
**Director, Special Education**  
Dora Soto-Delgado  
**Director, Student Services**  
Reynaldo Reyes  
**Director, Alternative/Adult  
Education**

### School Description

Rio Vista has been recognized as a 2014 National Blue Ribbon School. This recognition marks the significant efforts of students, teachers, staff and parents over the last several years.

As we move forward we continue our commitment to maintain a safe, nurturing environment of high expectations in which all students can learn and succeed. We seek to create a climate where students not only feel welcome, but also are eager to participate in their education. We strive to provide students with opportunities that allow them to gain knowledge and experience beneficial to their future success.

"In order to provide specific, targeted instruction to all students, we at Rio Vista will not rest until the needs of our students are met through consistent collaboration, individual flexibility and our complete trust in each other as a team."

Our uncompromising vision affirms that in working together, all students at Rio Vista will develop a positive self-worth and a passion for lifelong learning.

We aim to build stronger partnerships with parents. We want to encourage and support them in taking leadership roles that support our students and community and desire their participation in their students' education. By working together we prepare our students for college and career readiness, building a strong foundation of academic skills and habits that contribute to life-long learning.

## 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	73
Grade 2	61
Grade 3	78
Grade 4	71
Grade 5	84
<b>Total Enrollment</b>	<b>439</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.5
Filipino	0
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0
White	0.9
Two or More Races	0.5
Socioeconomically Disadvantaged	78.4
English Learners	23.5
Students with Disabilities	13.2
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Rio Vista Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	19	19	20
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
El Rancho Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	356
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Vista Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	96.2	3.8
<b>High-Poverty Schools</b>	96.2	3.8
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Mathematics, MacMillan/McGraw-Hill 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, MacMillan/McGraw-Hill (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California, Scott Foresman (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avenues, Hampton-Brown (K-5) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Vista Elementary School was built in 1952. Rio Vista is a safe, clean, and well-kept campus. Our campus is secured by fencing surrounding the campus. Park space is shared with the school for additional field space during the day. The school has 24 classrooms, a preschool, three playgrounds with two large fields, an indoor cafeteria with a stage, restroom facilities throughout the campus, a library, computer lab, and a central office.

Each classroom has been modernized with drop ceilings, new lighting, new floors, air conditioning, and heating systems. Each classroom is Internet accessible, and equipped with computers, document cameras, and projectors. During the summer of 2015 upgrades were made to wireless internet infrastructure adding access points in every classroom increasing bandwidth and device capacity. Our school library is a great place for students to have the opportunity to select a book from more than 9,000 titles showcasing an array of different genres.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/21/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
			X		

**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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	71	80	58	51	42	43	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	25.9	23.5	4.9

\* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	36	43	35	40	44	48
<b>Math</b>	29	29	22	25	34	36

\* 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	82	81	98.8	58.0
Male	38	38	100.0	63.2
Female	44	43	97.7	53.5
Hispanic or Latino	80	79	98.8	57.0
Socioeconomically Disadvantaged	67	67	100.0	55.2
Students with Disabilities	15	15	100.0	40.0

\* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	74	100.0	40.5
	4	73	70	95.9	32.9
	5	82	81	98.8	54.3
Male	3	36	36	100.0	36.1
	4	42	39	92.9	33.3
	5	38	38	100.0	50.0
Female	3	38	38	100.0	44.7
	4	31	31	100.0	32.3
	5	44	43	97.7	58.1
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
Hispanic or Latino	3	69	69	100.0	42.0
	4	70	68	97.1	33.8
	5	80	79	98.8	54.4
White	3	--	--	--	--
	4	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	57	57	100.0	42.1
	4	61	60	98.4	36.7
	5	67	67	100.0	49.3
English Learners	3	17	17	100.0	17.6
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	13	13	100.0	7.7
	4	13	12	92.3	
	5	15	15	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	74	100.0	36.5
	4	73	70	95.9	20.0
	5	82	81	98.8	30.9
Male	3	36	36	100.0	33.3
	4	42	39	92.9	20.5
	5	38	38	100.0	31.6
Female	3	38	38	100.0	39.5
	4	31	31	100.0	19.4
	5	44	43	97.7	30.2
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
Hispanic or Latino	3	69	69	100.0	36.2
	4	70	68	97.1	20.6
	5	80	79	98.8	30.4
White	3	--	--	--	--
	4	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	57	57	100.0	36.8
	4	61	60	98.4	21.7
	5	67	67	100.0	29.9

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	17	17	100.0	5.9
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	13	13	100.0	7.7
	4	13	12	92.3	
	5	15	15	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

We aim to involve parents in many ways beginning with school wide events such as: Back to School Night, Open House, Kindergarten Kick-Off, Coffee with the principal, Lunch with Someone Special, Bilingual Book Club, and Running Club race events..

Formal workshops are also provided through the state PTA School Smarts program, including, academics, bullying, state assessment requirements, and enrichment opportunities. These activities are presented in partnership with our digital literacy coach, teachers, district personnel and community partners.

Our Parent-Teacher Organization (PTO) is the foundation of our school volunteers. We are very thankful for these special parents and family members for volunteering countless hours to make our school a better place. PTO strives to enhance the learning experience by supporting students in many different ways including:

Parents who are not directly involved in our PTO are involved in other ways, such as:

- Classroom volunteers
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Fundraising activities
- School projects
- Homework

Our PTO meets at 2:45 p.m. the first Thursday of every month. All parents, family members, and teachers are welcome to join.

For more information on how to become involved at the school, please contact PTO representatives at [bponce@erud.org](mailto:bponce@erud.org)

#### State Priority: School Climate

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

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

### School Safety Plan

Rio Vista's School Safety Plan (SSP) is revised on an annual basis and reviewed with the school faculty and staff. It was last updated November 2016. Upon request, parents can access the plan in the school office.

The SSP outlines the appropriate responses necessary to respond to a variety of unusual or emergency situations including: earthquake, fire, or unauthorized persons. Rio Vista conducts regular earthquake, fire, and lockdown drills to prepare all students and staff for emergencies. To evaluate its effectiveness, a self-reflection and staff review accompanies each drill. The school maintains emergency supplies in a designated emergency bin. For the last seven years, Rio Vista has also participated in the Great California Shakeout – a statewide earthquake preparedness activity and drill.

Through the El Rancho Student Services office, Rio Vista has partnered with community agencies to provide support to students and families with medical and mental health programs. Rio Vista also strives to maintain a positive school environment through the PBIS including: Character Counts, Good Behavior Game (GBG) and Olweus bully prevention programs.

Rio Vista School is a closed campus. All visitors must enter and exit via the front school office and guests must sign-in prior to entering campus. Photo identification must be provided and verified prior to picking up students. School staff members supervise the playgrounds and common areas throughout the school day. In addition, District police units are available to further ensure the safety of children before, during, and after school. It is our goal to make Rio Vista School a safe and conducive environment for learning.

Rio Vista and the El Rancho Unified School District continue to work with outside partners and agencies through the Safe Schools, Healthy Students partnerships to further enhance the overall safety of our campus and student community. Through these partnerships students are provided access to community resources at the school site. This year we have expanded these offerings and have several groups working with students across all grade levels.

In Fall of 2013 the El Rancho Unified School District and Rio Vista have enacted a new Student Success Team (SST) process and discipline referral process in order to better address academic and behavioral concerns that impact the school climate.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.3	0.9	0.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

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)	1.0
Psychologist	.5
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	20	18	2	1	2	1	3	2			
1	27	27	18			2	2	2	2			
2	25	27	15			2	3	2	2			
3	23	23	20	1	1	2	2	3	2			
4	31	33	18			2	3	1	2		1	
5	25	24	21	1	1	2		3	1	2		
Other	5			1								

**Professional Development provided for Teachers**

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Literacy Coaches

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,509	\$43,821
Mid-Range Teacher Salary	\$65,953	\$69,131
Highest Teacher Salary	\$83,892	\$89,259
Average Principal Salary (ES)	\$104,679	\$108,566
Average Principal Salary (MS)	\$107,440	\$115,375
Average Principal Salary (HS)	\$125,784	\$125,650
Superintendent Salary	\$206,028	\$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

\* 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,637.32	\$144.71	\$4,492.61	\$77,282.00
District	♦	♦	\$3,311.94	\$71,564
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			35.6	8.0
Percent Difference: School Site/ State			-20.9	8.1

\* Cells with ♦ do not require data.

**Types of Services Funded**

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

**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.