

El Rancho High School

6501 Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-7500 • Grades 9-12

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<http://www.erusd.k12.ca.us/elrancho/>



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



El Rancho Unified School District

9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7300
www.erusd.org

District Governing Board

Aurora R. Villon, Ed.D., President
Gabriel A. Orosco, Vice President
Lorraine M. De La O, Clerk
Teresa L. Merino, Ph.D., Member
Jose Lara, Member

District Administration

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Resources**
Jacqueline A. Cardenas
**Assistant Superintendent,
Educational Services**
Dora Soto-Delgado
Director, Student Services
Reynaldo Reyes
**Director, Alternative/Adult
Education**
Dean Cochran
Director, Special Education

Vision:

Ensuring high levels of success for all

Mission Statement:

Developing the knowledge, skills, and proficiencies required for college, career, civic and economic success for students

Providing strategic and effective support through collaborative professional development and coaching staff

Building and sustaining trusting relationships with all

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
Grade 9	595
Grade 10	689
Grade 11	640
Grade 12	560
Ungraded Secondary	24
Total Enrollment	2,508

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.4
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0
White	0.9
Two or More Races	0
Socioeconomically Disadvantaged	75.4
English Learners	9.7
Students with Disabilities	11.3
Foster Youth	1.3

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			
El Rancho High School	15-16	16-17	17-18
With Full Credential	100	98	98
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	5	6	2
El Rancho Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	348
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
El Rancho High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	3	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	Holt Literature and Language Arts, Holt, Rinehart and Winston 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics, 2nd Edition 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	BSCS Blue Version: A Molecular Approach 2002 Chemistry, Merrill Glencoe 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History, Patterns of Interaction 2004 U.S. History, the Americans 2006 American Government 2005 Economics, Principles in Action 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Descubre Vista Publishing 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Life Time Health 2007 Holt, Rinehart and Winston 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Gardner's: Art Through the Ages, Cengage Learning 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The high school was built in 1952, and at that time won an award from California for its architecture. Modernized in 2002, each of the 134 classrooms has Internet connectivity, a telephone, and a combination TV/VCR/DVD. The school's library, staffed by one full-time librarian and two library clerks, houses three computer labs and two study areas that are available for student-use before school and after school. Facility improvements include the uniformity of classroom paint, upgraded flooring in several buildings and a new air conditioning system in one building.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/5/17				
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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/5/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical			X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials			X		
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
			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

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	66	62	40	40	48	48
Math	32	33	25	26	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	38	38	42	43	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
9	21.5	27.2	31.3

* 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	713	677	95.0	37.5
Male	346	319	92.2	40.4
Female	367	358	97.6	34.9
Hispanic or Latino	701	666	95.0	37.7
White	12	11	91.7	27.3
Socioeconomically Disadvantaged	568	542	95.4	37.1
English Learners	62	57	91.9	10.5
Students with Disabilities	65	59	90.8	10.2

* 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	619	601	97.09	61.67
Male	287	276	96.17	56.16
Female	332	325	97.89	66.36
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	608	590	97.04	61.63
White	--	--	--	--
Socioeconomically Disadvantaged	470	459	97.66	60.04
English Learners	97	87	89.69	27.59
Students with Disabilities	49	46	93.88	4.35
Foster Youth	11	11	100	36.36

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	617	598	96.92	33.44
Male	285	276	96.84	31.16
Female	332	322	96.99	35.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	606	588	97.03	33.67
White	--	--	--	--
Socioeconomically Disadvantaged	469	457	97.44	32.6
English Learners	97	91	93.81	7.69
Students with Disabilities	48	45	93.75	2.22
Foster Youth	11	10	90.91	10

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)

El Rancho High School is committed to fostering partnerships with parents to support students to be successful. In the past year, we have created a WASC Parent Class series that has found various ways to make sure our parents feel welcomed and part of the educational process of their children and include them in the WASC Focus on Learning Process. Our Parent and Community Outreach Clerk helps with parent outreach. This part-time, bilingual staff member has helped to bridge the gap and get parents more involved on our campus.

Back to School Night - Starting in early September, this is one of the first opportunities that parents have to come learn about our campus. We have worked to create a welcoming environment and we have changed the format to allow for more interaction with teachers. There is a club fair in the quad and parents can visit classes and attend workshops.

Parent College Field Trips - Parents have the opportunity two times each year to attend a college field trip with their child. We have visited Cal State Long Beach, Chapman University and UC Irvine. The college field trips are held on Saturdays to accommodate parent schedules. Transportation and lunch are provided. Tours at the colleges are provided by ERHS Alumni who are currently attending the university that we are visiting.

Join us for Coffee with the Principal! Parents have the opportunity to talk with the principal, other administrators, counselors and teachers about any concerns or feedback they have about El Rancho High School. We hold this informal event once a month.

Future Don Night is a night for families of incoming students to learn more about what El Rancho High School has to offer. This event starts in our main gym on February 22, 2018 and then families have the opportunity to attend the club fair, workshops and speak with teachers and counselors.

In addition to these opportunities, parents are involved in other committees and organizations on our campus, such as:

- School Site Council
- PTSA
- ELAC
- Booster Organizations (Don Boosters, Band/Colorguard & Touchdown Club)
- WASC Focus on Learning Process

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

El Rancho High School provides a safe and clean campus to promote a positive and clean environment for students. Administrators, counselors, teachers, security personnel, and staff provide supervision. Communication by these parties is done through a handheld radio system. Also, each classroom is equipped with a telephone, which provides direct access to the office. During the school day, there is one entrance to the interior of the campus, eight school security officers and one school peace officer is on duty.

A systematic evacuation plan has been established for students and staff. El Rancho updates its School Safety Plan yearly. The School Safety Plan was last reviewed, updated, and discussed with the school faculty October 2017. The purpose of the plan is to promote safety in the event of a disaster. The Safety Plan addresses preparedness and responses to earthquake, fire, and intruders on campus. Practice drills are conducted once a semester. Should a disaster occur, special teams have been established for search and rescue, first aid, security, and student accountability.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.6	3.8	3.6
Expulsions Rate	0.1	0.3	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.0	2.3	2.4
Expulsions Rate	0.0	0.1	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	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 2	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	6.0
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	3.0
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	435:1

* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	27	29	29	28	21	21	44	28	28	37	50	50
Mathematics	29	29	29	18	17	17	30	31	31	46	42	42
Science	29	31	31	17	9	8	29	26	26	31	38	38
Social Science	32	30	30	10	17	17	22	25	25	55	36	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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 Learning 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.

El Rancho High School also has a robust culture of internal Professional Development. The PD Series selects a specific area of focus each year to help teacher's refine their craft and enhance their best practices. In 2016-17, the PD series has focused on training staff in Project Based Learning,

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,132	\$46,511
Mid-Range Teacher Salary	\$69,928	\$73,293
Highest Teacher Salary	\$88,949	\$92,082
Average Principal Salary (ES)	\$115,031	\$113,263
Average Principal Salary (MS)	\$115,720	\$120,172
Average Principal Salary (HS)	\$129,126	\$131,203
Superintendent Salary	\$233,000	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
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	\$3,019.37	\$181.12	\$2,838.25	\$74,995.99
District	◆	◆	\$7,942.34	\$76,336
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-64.3	-1.8
Percent Difference: School Site/ State			-56.8	0.7

* 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)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
El Rancho High School	2013-14	2014-15	2015-16
Dropout Rate	4.5	4.9	4.5
Graduation Rate	93.33	92.24	93.67
El Rancho Unified School District	2013-14	2014-15	2015-16
Dropout Rate	6.7	6.7	7.6
Graduation Rate	90.16	87.81	89.09
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	762
% of pupils completing a CTE program and earning a high school diploma	30
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.21
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	50.73

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts	2	♦
Foreign Language	3	♦
Mathematics	3	♦
Science	3	♦
Social Science	2	♦
All courses	13	20.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	89.69	87.3	87.11
Black or African American	100	75	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	75	75	93.76
Hispanic or Latino	89.81	87.52	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	66.67	66.67	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	91.63	88.22	85.45
English Learners	51.22	50.88	55.44
Students with Disabilities	54.69	53.49	63.9
Foster Youth	100	81.82	68.19

Career Technical Education Programs

CTE courses are included in a variety of pathways at El Rancho High School. Many of our CTE courses are offered through the Visual/Performing Arts department and the Regional Occupation Program (ROP). During the 2016-17 school year, there were nine ROP courses offered on campus, all of which are aligned to the appropriate State Standards and are taught by certified ROP teachers. All of these courses directly lead to more advanced college courses and/or a viable occupation. The four graphic arts courses offered within the Visual/Performing Arts department are articulated with a local city college. Students are encouraged to continue with the coursework at college in order to be competitive in a job market.

El Rancho High School offers the following pathways:

- Healthcare
- Culinary Arts
- PLTW Engineering
- PLTW Biomedical

ERHS offers a program that is articulated with a local city college. PLTW Engineering articulates courses and earn credit through Cerritos Community College. ROP courses include the following: Advanced Culinary, Food and Nutrition, Medical Core, ROP Emergency First Responder, CNA, Sports Medicine 1 and 2, Administration of Justice, and Business Internship, . The primary representative of the District's Career Technical Advisory Committee is Nancy Nasouf, College and Career Counselor of El Rancho High School. Ms. Nasouf works closely with the College & Career Advisor, staffed by Tri-Cities ROP, to make sure that students have access to CTE courses.

Our goal is to continue offering programs and classes that are integrated with our Standards-based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce. New programs are in development to support these stated goals. In the 2017-18 school year,

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.