



# Placerita Junior High School

25015 N. Newhall Ave. • Newhall, CA 91321 • (661) 259-1551 • Grades 7-8

Jan Hayes-Rennels, Principal

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



### William S. Hart Union High School District

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#### District Governing Board

Robert P. Hall

Robert Jensen, Jr.

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Joseph Messina

Steven M. Sturgeon

Carson Batholomew, Student Board  
Member

#### District Administration

Vicki Engbrecht  
Superintendent

Michael Vierra  
Assistant Superintendent,  
Human Resources

Mike Kuhlman  
Assistant Superintendent,  
Educational Services

### Principal's Message

Placerita Junior High School has a rich tradition of student achievement in academics and co-curricular activities that prepare students for additional experiences and career paths in high school, college, and beyond. With "Pride in Excellence" as Placerita's motto, our entire faculty is dedicated to serving all our students, recognizing the unique characteristics of early adolescents. In a safe, caring, and healthy environment, we prepare students with academic, intellectual, social, emotional, and physical skills to help them become positive, productive, capable citizens.

Students at Placerita are supported by highly qualified, caring, and devoted teachers and staff who are focused on helping every student succeed. We all have the same goal - student learning. And we are committed to working together to ensure our students are challenged, motivated, encouraged, and involved as much as possible. Our focus on creating department and school-wide goals to improve our curriculum and better teach the Common Core State Standards has raised the level of academic performance for all students. We offer specialized instruction for students with learning disabilities, and English Language Development to English learners. We encourage the academic growth of both gifted learners and students who struggle academically through opportunities that meet their specific needs. We provide outstanding exploratory and elective classes, and have multiple award-winning performing arts groups. Our video production, robotics program, and math teams compete nationwide annually, earning awards and recognition for student talent and innovation. We have clubs and activities for all levels of interest and ability, and encourage all students to get involved in something to address their individual talents. Junior High is the perfect time for students to examine, explore, and experiment with new pursuits that might one day become life-long passions.

We recognize that parent support and involvement comes in many forms, to varying degrees, and is crucial for continued student success. Through a wide variety of student programs, parents have the opportunity to assist our school in promoting achievement for all students. We encourage parents to participate by directly supporting and helping run our student activities, performing arts events, athletic events, intramural activities, Parent Advisory Council, School Site Council, Parent Patrol, English Learner Advisory Committee, book fairs, or any of the many other volunteer opportunities at Placerita.

Jan Hayes-Rennels, Principal

## 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
Grade 7	534
Grade 8	519
<b>Total Enrollment</b>	<b>1,053</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	2.7
Hispanic or Latino	55.5
Native Hawaiian or Pacific Islander	0.2
White	36.4
Two or More Races	1.5
Socioeconomically Disadvantaged	38.6
English Learners	19.1
Students with Disabilities	9.2
Foster Youth	0.3

## 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			
Placerita Junior High School	14-15	15-16	16-17
With Full Credential	44	44	44
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Placerita Junior High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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
This School	88.7	11.3
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

\* 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)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grade 7 - Collections - Houghton Mifflin Adopted 2016  Grade 8 - Collections - Houghton Mifflin Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014  Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014  Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014  Algebra - Hart Interactive Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006  Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006  Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Grade 8 - Spanish 1 – Descubre' 1 – Vista Higher Learning Adopted 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

Placerita Junior High enjoys the distinction of being the oldest junior high school in the Hart District celebrating its 50th anniversary in 2011. During the 2008–2009 school year, Placerita underwent a multimillion-dollar modernization project that included improvements to science and elective classrooms, the library, the gymnasium, locker rooms, and the administration building. The entire campus saw improvements in safety equipment, electrical, data and sewage lines. In addition to the modernization efforts, we have given considerable attention to maintenance issues and day-to-day cleaning to ensure that the campus remains clean, neat and well-maintained. A survey of all parents conducted during the 2011–2012 school year indicated that 99 percent of respondents felt the campus is neat, clean, and well maintained.

Phase two of our modernization project, the complete renovation of our outdoor track and field areas, was completed in the end of 2012. Since January of 2013, physical education classes began utilizing three new grassy fields for outdoor sports, an improved professional-length track, and a long jump area for track and field events.

Phase three, currently underway in 2016, began with the groundwork and foundation for three brand new classroom buildings, and the removal of 17 portable classrooms still in use. This project will also create an outdoor physical education court area and repair the cracked and broken black top asphalt.

Each and every campus within the Wm. S Hart High School District is maintained by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/19/16 there are 28 work requests in progress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/21/16				
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		While the rest of the school was very clean there were two bathrooms that require better service. The school has been notified and will correct this issue.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<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

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
ELA	61	66	62	67	44	48
Math	41	44	43	47	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.

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
Science	92	85	77	77	75	69	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
7	15.4	26.6	41.3

\* 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	520	515	99.0	77.1
Male	245	241	98.4	76.8
Female	275	274	99.6	77.4
Asian	14	14	100.0	100.0
Filipino	12	12	100.0	91.7
Hispanic or Latino	303	301	99.3	67.4
White	173	171	98.8	88.9
Two or More Races	11	10	90.9	100.0
Socioeconomically Disadvantaged	242	240	99.2	63.8
English Learners	102	101	99.0	46.5
Students with Disabilities	49	47	95.9	34.0

\* 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	7	540	533	98.7	65.1
	8	520	510	98.1	66.1
Male	7	260	259	99.6	56.0
	8	245	238	97.1	63.5
Female	7	280	274	97.9	73.7
	8	275	272	98.9	68.4
Asian	7	14	14	100.0	78.6
	8	14	14	100.0	92.9
Filipino	7	16	14	87.5	71.4
	8	12	12	100.0	83.3
Hispanic or Latino	7	282	280	99.3	52.5
	8	303	297	98.0	55.2
White	7	215	212	98.6	79.7
	8	173	170	98.3	80.0
Two or More Races	8	11	10	90.9	70.0
Socioeconomically Disadvantaged	7	234	231	98.7	49.4
	8	242	236	97.5	50.0
English Learners	7	98	95	96.9	20.0
	8	102	97	95.1	24.7
Students with Disabilities	7	61	61	100.0	19.7
	8	49	47	95.9	12.8

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	7	539	531	98.5	46.3
	8	539	531	98.5	46.3
Male	7	260	258	99.2	45.4
	8	260	258	99.2	45.4
Female	7	279	273	97.8	47.3
	8	279	273	97.8	47.3

**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
Asian	7	14	14	100.0	71.4
	8	14	14	100.0	71.4
Filipino	7	16	14	87.5	64.3
	8	16	14	87.5	64.3
Hispanic or Latino	7	281	279	99.3	28.0
	8	281	279	99.3	28.0
White	7	215	211	98.1	65.9
	8	215	211	98.1	65.9
Socioeconomically Disadvantaged	7	233	230	98.7	26.1
	8	233	230	98.7	26.1
English Learners	7	98	95	96.9	8.4
	8	98	95	96.9	8.4
Students with Disabilities	7	61	61	100.0	13.1
	8	61	61	100.0	13.1

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 encourage parents to participate as partners at Placerita. Our Parent Advisory Council is very active, holding quarterly meetings and supporting school-wide events. Our Parent Patrol offers parents the opportunity to assist in the supervision of students during both brunch and lunch. Parents are included on our School Site Council, Parent Advisory Council, English Learner Advisory Committee, and in various other groups including music, dance, robotics, video production, athletics, show choir, and other clubs. Parents of English Learners attend quarterly parent information meetings. Parent presentations are available in both English and Spanish. Parents run stations in our bi-annual book fairs, vision and hearing screenings, summer registration process, and student activities. A parent publication, compiled and edited by a parent volunteer, is distributed monthly and provides valuable information on school events and parenting tips for supporting their child's education and healthy growth.

#### 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

The School Site Council updates, reviews, and edits the school safety plan annually. Our custodians and groundskeeper monitor safety conditions on our campus daily and report any unsafe conditions to district maintenance for proper repair and additional appropriate measures.

Staff members supervise hallways before and after school. Administrators additionally monitor students at brunch, lunch, and after school on sidewalks and in crosswalks. Four campus supervisors secure the campus throughout the entire school day. Parent Patrol volunteers provide additional supervision at brunch and lunch.

All staff are trained annually in disaster preparedness, crisis management, and lock-down procedures. We hold school-wide emergency drills each quarter, educating students and staff on proper protocols and preparation in the event of an earthquake, fire, natural disaster, dangerous intruder, or any other emergency scenario.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	2.5	2.1
Expulsions Rate	3.7	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	360

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	28	28	15	13	13	6	12	12	23	17	17
Mathematics	30	32	32	7			11	1	1	18	1	1
Science	31	32	32	7	5	5	5	5	5	23	24	24
Social Science	32	33	33	4	4	4	6	1	1	22	27	27

\* 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

Professional Development focuses on the continued implementation of the Common Core State Standards. Teachers collaborate regularly on best ways for teaching the standards, developing lessons, selecting best practices, researching proven strategies, and utilizing in-depth Lesson Studies in each department. Academic departments have developed pacing guides, curricular units, and common assessments. All teachers have a common prep period daily with their departments.



Our Professional Development Team is engaged in a deep examination of the Common Core Standards for supporting all teachers as they teach literacy across the curriculum. Common Core Anchor standards delineate reading, writing, math practices, listening and speaking skills that students utilize across the curriculum in each department at all grade levels. All teachers participate in quarterly site and district level professional development focused on key literacy standards as well as strengthening and supporting core instruction of literacy practices. As a result of analyzing school-wide student achievement results on the 2016 CAASPP scores, school-wide goals address areas of growth in English Language proficiency, and application of Math skills. Differentiated Instruction has become a school-wide focus for increased student achievement in these areas, as well as research-based assessment methods which provide evidence of student mastery of academic content standards. Teachers also have the opportunity to attend district-wide professional development sessions after school twice weekly on a variety of pertinent topics presented by colleagues throughout the district. Math and Science departments attend summer symposiums provided by the district during implementation phases of the Common Core State Standards and the Next Generation Science Standards.

Teachers use the assistance of an Instructional Coach across all departments during Lesson Studies, and to support curricular and instructional needs throughout the school year. Teachers also work with the district TOSAs (Teachers on Special Assignment) in English, Math, Science, and English Language Development. Coaches and TOSAs work one-on-one with teachers as requested and needed, as well as with entire departments for writing NGSS lessons and including Literacy and Math Practice Standards in all departments. New teachers are assisted weekly by PAR (Peer Assistance and Review) Consulting Teachers and Induction Mentors. All Teachers are provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom as well as teach digital literacy skills.

Several teacher leaders attend conferences annually based on need at the time. Most recently, teachers, administrators, and counselors have attended conferences on Differentiated Instruction, Technology in Education, Bridges out of Poverty, Counseling Standards, English Language Learners, Math, and Science.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,122	\$1,775	\$7,347	\$72,554
District	◆	◆	\$6,839	\$75,163
State	◆	◆	\$5,677	\$77,824
Percent Difference: School Site/District			7.4	-3.5
Percent Difference: School Site/ State			29.4	-6.8

\* Cells with ◆ do not require data.

### Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

### 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.