



Bell Avenue Elementary School

1900 Bell Avenue • Sacramento, CA 95838-3009 • 916.922.0202 • Grades K-6

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



Robla Elementary School District

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District Governing Board

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Ken Barnes, Vice President
Craig DeLuz, Clerk
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District Administration

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Superintendent
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Cindi Lyon
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Laura Lystrup
Director, Special Education and Preschool
Gail Hunt
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School Description

Bell Avenue School is part of the Robla School District, which consists of five elementary schools and one preschool program, serving over 2,000 students. The district is located within the City of Sacramento, northeast of the central city. The Robla School District was originally established as the Oak Grove School District in the early 1890s. The district's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees." During the past school year, Bell Avenue School served 470 students in grades kindergarten through six on a traditional schedule.

Principal's Message: Bell Avenue School has an outstanding staff that is dedicated to recognizing each student's educational and social potential. Everyone strives to maintain a positive and caring environment where students can learn and grow. Bell Avenue School emphasizes a sense of school spirit and community as well as academic success. Our school provides an ideal environment for students to reach their highest academic potential. Our school's instructional focus is on a strong, academic curriculum and good citizenship at all grade levels. The faculty strives to provide students with an enriched, diverse curriculum. We are committed to excellence in pursuing academic achievement, and in helping our students to become responsible citizens in their community. We recognize that parents are our students' first teachers and we value their role in our school. Our motto, "Be Your Best at Bell," recognizes our hopes and commitment to each one of our students..

District Vision Statement: Every student reaches their potential in a growth-minded environment rich in challenging practices and reflective learning for 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
Kindergarten	76
Grade 1	81
Grade 2	70
Grade 3	66
Grade 4	60
Grade 5	62
Grade 6	60
Total Enrollment	475

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	1.7
Asian	21.7
Filipino	1.1
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	2.7
White	21.1
Two or More Races	1.7
Socioeconomically Disadvantaged	94.1
English Learners	43.8
Students with Disabilities	12
Foster Youth	0.8

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			
Bell Avenue Elementary School	15-16	16-17	17-18
With Full Credential	24	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Robla Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	124
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bell Avenue Elementary School	15-16	16-17	17-18
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.

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

Robla Elementary School District held a public hearing on September 7, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2017 September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades TK-5: Scott Foresman/2006; Grade 6: Prentice Hall/2006 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)

Bell Avenue School was originally constructed in 1948 and has since undergone complete modernization. Eleven portable buildings were added to the campus between 1996 and 1998. All facilities also received new roofing in 2007. The school is currently comprised of 23 classrooms (including portables), a multi-purpose room, a library, an art room, an administrative office, and two playgrounds. The chart displays the results of the most recent school facilities inspection.

Cleaning Process: Bell Avenue School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with two custodians to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair: A scheduled maintenance program is administered by Bell Avenue School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2017 September				
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			
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	41	36	30	30	48	48
Math	31	26	26	25	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.

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	60	60	100.0	58.3
Male	24	24	100.0	70.8
Female	36	36	100.0	50.0
Asian	12	12	100.0	33.3
Hispanic or Latino	27	27	100.0	59.3
Socioeconomically Disadvantaged	54	54	100.0	53.7
English Learners	22	22	100.0	40.9

* 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.

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	57	58	48	38	60	56

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	14.8	23	14.8

* 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.

**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	249	241	96.79	35.68
Male	133	127	95.49	31.5
Female	116	114	98.28	40.35
Black or African American	22	21	95.45	14.29
American Indian or Alaska Native	--	--	--	--
Asian	48	47	97.92	34.04
Filipino	--	--	--	--
Hispanic or Latino	113	109	96.46	37.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83	43.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	236	97.12	35.59
English Learners	116	112	96.55	36.61
Students with Disabilities	29	26	89.66	11.54
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	249	243	97.59	25.93
Male	133	129	96.99	27.13
Female	116	114	98.28	24.56
Black or African American	22	21	95.45	14.29
American Indian or Alaska Native	--	--	--	--
Asian	48	47	97.92	17.02
Filipino	--	--	--	--
Hispanic or Latino	113	111	98.23	27.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83	34.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	238	97.94	26.05
English Learners	116	113	97.41	23.89
Students with Disabilities	29	26	89.66	11.54
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)

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.

The district receives a tremendous amount of parent and community support. The District Advisory Council (DAC) serves as a forum for parents who wish to be actively involved in district-level decision-making at Bell Avenue School.

Parents may also be active at the school by volunteering in the classroom, chaperoning field trips, assisting at school activities, or sitting on committees such as School Site Council, English Language Advisory Committee (ELAC), and PTO. If you would like more information in becoming involved at your child's school, please contact Lisa Hall, Principal, at (916) 922-0202.

The Robla Education Foundation, in partnership with the school community and local businesses, provides resources to support and enrich safe and effective education and social opportunities for children and families in the diverse Robla community.

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

Bell Avenue School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among playground supervisors, parents, teachers, and the administration. Gates are locked at the start of the school day except for the gate at the main entrance. All visitors to the campus must sign in at the office and wear a visitors pass at all times.

The School Site Safety Plan is revised annually each March by the Safety Committee; results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on disaster preparedness and staff response during an emergency. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled four times a year.

Students at Bell Avenue School are guided by the PBIS (Positive Behavior Intervention and Support) system that promotes acting respectfully, responsibly and safely. Students are taught to ask themselves, "Is what I'm doing good for myself? Is what I'm doing good for others?" The goal of Bell Avenue's PBIS program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through a Parent/Teacher/Student Compact, assemblies, a parent handbook and newsletters. Bell Avenue students have specific norms for how to behave responsibly, respectfully, and safely. The table displays the suspensions and expulsions figures for the school, district and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.8	2.5	4.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.1	4.2	4.7
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	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.40
Social Worker	1.20
Nurse	0.20
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	20	22	19	1		1	3	3	3			
1	24	21	21			1	3	3	2			
2	22	22	24				3	3	3			
3	20	23	23	2			1	3	3			
4	32	30	31				2	2	2			
5	31	29	30				2	2	2			
6	30	27	28				2	2	2			
Other	8	12		1	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

The Professional Development in the Robla School District is a differentiated approach for teachers. Just as students in our classroom have different skill levels, our teachers have different needs in order to successfully implement the Common Core State Standards. With this in mind, the district established the following Professional Development strands all focused on CCSS:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- Supporting Student Social-Emotional Development

Teachers consult with their principal and selected a strand for the upcoming school year. New teachers hired during summer months worked with their principal to select the appropriate strand as well. A differentiated approach such as this increases teacher support and recognizes individual needs.

Experts in each area were identified and were asked to develop a training plan. These experts facilitate each session, working closely with teachers to ensure that the focus of their work is tailored to the needs of the group. All strands include these focus areas:

- Common Core State Standards
- Technology Integration
- Rigor
- Active Student Engagement
- Sharing effective classroom approaches

Local Control Funding Formula funds have also been allocated to allow teachers to attend Professional Development activities outside of the Robla School District. Professional Educational Organizations, Educational Associations, and the Sacramento County Office of Education all offer a variety of opportunities for teachers to deepen their knowledge with CCSS. Teachers consult with their strand facilitators and their principals in order to identify those opportunities which meet their individual needs. The Bell Avenue teachers have committed to GLAD training and the entire teaching staff will be fully training by June 2017. The expectation is that those teachers who do attend out-of-district trainings will share their new knowledge with their colleagues at regular school site staff meetings.

Other optional Professional Development are offered each school year. These sessions are advertised throughout the Robla School District, and teachers choose to attend if they have a need or interest. Sessions focus on the following topics:

- Mathematics
- Writing
- Technology

In addition, teachers at each school site are given the opportunity to meet regularly with their grade level partners and specialist teachers to examine student benchmark assessment data, plan Common Core lessons, share resources and coordinate interventions for students who need them. These meetings are held after school during weeks when no general staff meeting is held.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Teachers are evaluated on their performance of district adopted criteria. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning

- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,418	\$47,034
Mid-Range Teacher Salary	\$71,110	\$73,126
Highest Teacher Salary	\$86,085	\$91,838
Average Principal Salary (ES)	\$107,466	\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$134,000	\$178,388
Percent of District Budget		
Teacher Salaries	41%	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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,986.55	\$1,069.98	\$5,916.57	67,209
District	♦	♦	\$5,865.21	\$69,580
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			0.9	-3.4
Percent Difference: School Site/ State			-10.0	-9.4

* Cells with ♦ do not require data.

Types of Services Funded

Reading Partners provides one-on-one tutoring for students in grades K-4. English Learner (EL) students receive instruction in English Language Development (ELD) for thirty minutes each day. Classroom instruction and parent communication is supported by bilingual outreach workers. Students that are identified as needing intervention see the intervention specialist for math or reading. We also have an intervention assistant in kindergarten for an hour each day. The intervention program also includes the support of one full-time aide and a part time aide. Special needs students at Bell Avenue School are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Success Team for consideration, which may include special education, counseling, and other alternative educational approaches. Speech/Language therapy is provided by a specialist assigned to Bell Avenue School. The school's Resource Specialist Program (RSP) and Special Day Classes (SDC) provide educational options based on Individualized Educational Plan (IEP) that outline specific learning goals and objectives. These programs are implemented using a Learning Center model. Instruction is provided by Special Education teachers in the Learning Center as well as in students' general education classrooms. Students are always included in general education classroom activities, with support from Special Education instructional aides.

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.