



# Yolo Middle School

901 Hoyer Road • Newman • 2098622984 • Grades 6-8

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<http://yolo.nclUSD.org/>

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



### Newman-Crows Landing Unified

#### School District

1162 Main St.  
Newman, CA 95360  
(209) 862-2933  
[www.nclUSD.k12.ca.us](http://www.nclUSD.k12.ca.us)

#### District Governing Board

Janice Conforti President  
RoseLee Hurst, Clerk  
Paul Wallace  
Tim Bazar  
Vernon Snodderly

#### District Administration

Randy Fillpot  
**Superintendent**  
Dave Kline  
**Director of Human Resources**  
Kim Bettencourt  
**Director of Curriculum and Instruction**  
Alice Solis  
**Director of Student Services**  
Caralyn Mendoza  
**Director of Fiscal Services**  
Matt Vargas  
**Director of Maintenance and Operations**

### School Description

Yolo Middle School houses 692 students in grades 6, 7 and 8, and is a School-Wide Title 1 school. English Learners make up 30% of our enrollment, 60% are low socioeconomic and 10% are Special Education. Students are provided with many opportunities to grow emotionally, academically, and socially. Academically students are engaged in a learning environment which utilizes standards based curriculum, technology and variety of digital resources. In addition, students are offered a variety of special area courses; including Physical Education, Band, Choir, Student Council, Technology, Multi Media Communications and Social Skills. There are also a number of extra-curricular activities for our students that include; interscholastic athletics, color guard, yearbook as well as our award winning after school program. We have a full time counselor who coordinates small groups as well as individual time with students to address social and academic needs. The education programs at Yolo are tailored to meet the needs of our diverse community which includes a student population of 73.7% Hispanic and 22.1% Caucasian. Yolo staff believes that all learners must become:

\*Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.

\*Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

\*Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

\*Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

\*Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

As we move forward this year will focus on the following areas: Literacy across all content areas, Technology Integration, Math Improvement, Facilities that are safe and welcoming, and Positive Relationships with/between parents, students, teachers and administration.

## 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 6	210
Grade 7	251
Grade 8	231
<b>Total Enrollment</b>	<b>692</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0.3
Hispanic or Latino	74.9
Native Hawaiian or Pacific Islander	0.4
White	21.5
Two or More Races	0.9
Socioeconomically Disadvantaged	60.4
English Learners	30.2
Students with Disabilities	9.7
Foster Youth	0.1

## 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			
Yolo Middle School	14-15	15-16	16-17
<b>With Full Credential</b>	32	31	33
<b>Without Full Credential</b>	1	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	1	0
Newman-Crows Landing Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	135
<b>Without Full Credential</b>	♦	♦	14
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yolo Middle 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>	99.3	0.7
Districtwide		
<b>All Schools</b>	98.9	1.1
<b>High-Poverty Schools</b>	98.9	1.1
<b>Low-Poverty Schools</b>	100.0	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)**

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt: Literature and Language Arts/2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Physical Science, Earth Science, Life Science Holt Publishers/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Mc Dougal Littell: World History: Ancient Civilization, TCI, History Alive: The U.S. Through Industrialism, History Alive: Medieval World & Beyond/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Glencoe: Asi Se Dice/2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	none
Visual and Performing Arts	none

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

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/9/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces		X		Amphitheatre Boys' Restroom: #4 Interior Surfaces--1 faucet cover missing. 1 light cover missing. CR#C25: #4 Interior Surfaces--Several ceiling tiles show water damage. The root cause of this should be determined and repaired. CR#P1: #4 Interior Surfaces--Several ceiling tiles show water damage. The root cause of this should be determined and repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation				Library Boys' Restroom: #5 Overall Cleanliness--Light covers are very dirty. Paint peel is visible on the window sills.
<b>Electrical:</b> Electrical	X			

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Boys' Locker Room Boys' Restroom: #9 Sinks/Fountains--1 faucet is not functioning. Cafeteria Boys' Restroom: #9 Sinks/Fountains--There is a plumbing leak under the faucet causing water accumulation on the floor. Cafeteria Girls' Restroom: #9 Sinks/Fountains--1 faucet oversprays causing water accumulation on the floor. Girls' Locker Room Girls' Restroom: #9 Sinks/Fountains--2 faucets are not functioning. Library Girls' Restroom: #9 Sinks/Fountains--2 faucets are not functioning.
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<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	31	42	34	41	44	48
Math	19	23	20	24	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	50	43	55	46	39	46	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	17.8	24	27.3

\* 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	227	225	99.1	55.1
Male	97	96	99.0	53.1
Female	130	129	99.2	56.6
Hispanic or Latino	172	170	98.8	52.4
White	46	46	100.0	65.2
Socioeconomically Disadvantaged	136	134	98.5	48.5
English Learners	60	59	98.3	20.3
Students with Disabilities	20	20	100.0	20.0

\* 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
<b>All Students</b>	6	208	206	99.0	49.5
	7	254	252	99.2	34.1
	8	227	226	99.6	45.1
<b>Male</b>	6	102	101	99.0	42.6
	7	135	134	99.3	30.6
	8	97	96	99.0	33.3
<b>Female</b>	6	106	105	99.1	56.2
	7	119	118	99.2	38.1
	8	130	130	100.0	53.9
<b>Black or African American</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>American Indian or Alaska Native</b>	7	--	--	--	--
<b>Asian</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Filipino</b>	7	--	--	--	--
<b>Hispanic or Latino</b>	6	163	161	98.8	42.9
	7	185	184	99.5	31.5
	8	172	171	99.4	40.4
<b>Native Hawaiian or Pacific Islander</b>	7	--	--	--	--
	8	--	--	--	--
<b>White</b>	6	41	41	100.0	75.6
	7	58	57	98.3	45.6
	8	46	46	100.0	60.9
<b>Two or More Races</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	6	134	132	98.5	38.6
	7	152	150	98.7	28.7
	8	136	135	99.3	39.3
<b>English Learners</b>	6	71	69	97.2	17.4
	7	76	75	98.7	2.7
	8	60	59	98.3	13.6

**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
<b>Students with Disabilities</b>	6	20	20	100.0	10.0
	7	24	24	100.0	4.2
	8	20	20	100.0	10.0
<b>Students Receiving Migrant Education Services</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	6	--	--	--	--
	7	--	--	--	--
	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
<b>All Students</b>	6	208	206	99.0	22.8
	7	254	252	99.2	18.6
	8	227	227	100.0	26.6
<b>Male</b>	6	102	101	99.0	14.8
	7	135	134	99.3	18.7
	8	97	97	100.0	22.9
<b>Female</b>	6	106	105	99.1	30.5
	7	119	118	99.2	18.6
	8	130	130	100.0	29.2
<b>Black or African American</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>American Indian or Alaska Native</b>	7	--	--	--	--
<b>Asian</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Filipino</b>	7	--	--	--	--

**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
Hispanic or Latino	6	163	161	98.8	16.8
	7	185	184	99.5	17.4
	8	172	172	100.0	23.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	6	41	41	100.0	46.3
	7	58	57	98.3	26.3
	8	46	46	100.0	37.0
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	134	132	98.5	16.7
	7	152	150	98.7	16.7
	8	136	136	100.0	24.4
English Learners	6	71	69	97.2	2.9
	7	76	75	98.7	1.3
	8	60	60	100.0	5.1
Students with Disabilities	6	20	20	100.0	15.0
	7	24	24	100.0	4.2
	8	20	20	100.0	10.0
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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)

Parents are encouraged to become active in the operations of Yolo Middle School. They are invited to be part of the School Site Council, District English Language Advisory Council, and Band Supporters. Parents are encouraged to participate in Back-to-School Night and Parent Conferences held in the Fall and Spring. The Newman Crows Landing Unified School District uses PowerAnnounce services to keep parents informed of important meetings and events focused towards the progress of their student's education. Student Orientation days are held for students and parents to provide an introduction to the campus and activities at Yolo. Parent information nights are also held for students and parents on topics such as Common Core Math and High School/College readiness.

### 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

Yolo Middle School has a Safe School Plan which was developed by a special committee comprised of administration, certificated staff, classified staff, and parents. The committee meets as necessary to review the appropriateness of the plan. The Safe School Plan is approved annually by the School Site Council and the School Board.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	7.3	2.6	5.8
Expulsions Rate	0.3	0.1	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	3.1	3.8
Expulsions Rate	0.3	0.2	0.0
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	In PI	In PI
First Year of Program Improvement	2003-2004	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.3
Resource Specialist	1.8
Other	0
Average Number of Students per Staff Member	
Academic Counselor	702

\* 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	19	20	20	11	17	17	14	10	10		2	2
Mathematics	23	15	15	7	1	1	13					
Science	27	26	26	1	5	5	13	12	12			
Social Science	24	25	25	7	7	7	12	13	13			

\* 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

In the past 3 year period teachers have been provided an average of 25 days of professional development. The focus has been on preparing teachers for continued implementation of California's Math and English Language Arts Standards and also preparing staff for the transition to the Next Generation Science Standards. We have also focused on integration of technology as a resource in the classroom to teachers and students. Teachers were also given release time throughout the school year to align curriculum and instruction to the new standards, prepare lessons and collaborate with peers on best practices. We have also began a professional development plan for all teachers TK-12 on the transition to the Next Generation Science Standards. We will continue to provide professional development in coming years as we begin to implement the new science standards.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,863	\$42,063
Mid-Range Teacher Salary	\$69,512	\$64,823
Highest Teacher Salary	\$87,336	\$84,821
Average Principal Salary (ES)	\$97,505	\$101,849
Average Principal Salary (MS)	\$92,677	\$107,678
Average Principal Salary (HS)	\$111,438	\$115,589
Superintendent Salary	\$160,377	\$169,152
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	6%	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	\$5567.63	\$1184.88	\$4382.75	\$57,865.93
District	♦	♦	\$4382.75	\$69,078
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			0.0	-13.9
Percent Difference: School Site/ State			-6.6	-8.2

\* Cells with ♦ do not require data.

### Types of Services Funded

As required by the Program Improvement process, Yolo Middle School and the Newman-Crows Landing Unified School District have generated a list of independent tutoring services that are available for under-achieving students. Families have been informed, in writing, of the private tutoring services that are available to assist their students. Once students have been referred to one of our independent tutoring services, their schedule of services are coordinated by the program's director.

Yolo After School Program (ASP) serves approximately 300 students. In ASP students receive homework support, participate in various arts and crafts, use the Yolo fitness room, have access to a game room, and participate in outdoor organized games. In ASP students also have the opportunity to participate in Science, Technology, Engineering and Math (STEM) based activities, they receive support to promote social and communication skills, and students are encouraged and supervised so they can attend Yolo events on campus. The After School Program also coordinates the Academic Recovery Program (ARP) for at-risk students. Students in this program are at risk due to failing grades or falling under a 2.0 GPA. Students, with parent approval, are assigned to a classroom with a credentialed teacher to receive support in the area of need. This program runs 2 days per week for one hour after school. Yolo provides resource support to students with disabilities and also provides GATE Opportunities for students that excel.

### 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.