



Vista Oaks Charter

315 South Lower Sac Rd. Suite A • Lodi, CA 95242 • 209.365.4060 • Grades K-12

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

Vista Oaks Charter

315 South Lower Sacramento Road,
Suite A
Lodi, CA 95242
209.365.4060
<http://www.vistaoaks.net/>

District Governing Board

Susan Williams - President
Shanda Warddrip - Secretary
Tiffany Violich
Mary Wright

District Administration

Joy Groen
Superintendent
Alton Seyford
Associate Director
Lucy Berk-Fisher
Director of Special Education
Kathryn Mayo
Coordinator of Special Programs
Megan Balderas
Site Director - Byron

School Description

Vista Oaks Charter School opened its doors in August 2014. Using an independent study model, Vista Oaks Charter School provides its students with an option beyond the traditional “brick and mortar” school. The school serves students in grades K through 12, and includes both traditional homeschooling families, as well as independent study learners who may require extensive intervention support. Vista Oaks includes two sites, one in Byron to support students in Contra Costa County, and another in Lodi to serve the San Joaquin community. Each site hosts a resource center, meeting spaces, rooms for enrichment, labs and small group instruction.

Vista Oaks Charter School welcomes a diverse student population and is designed for students who:

- Feel overwhelmed in a large, traditional school setting and would benefit from a small, yet rigorous program
- Are credit deficient and at high-risk for dropping out
- May need intensive interventions in reading and/or math to gain the academic skills needed to meet high school graduation requirements
- Belong to a family that chooses homeschooling for their children’s education
- Seek an academically competitive middle and high school experience that will prepare them for success at the post-secondary level

Mission:

At Vista Oaks, we will create a respectful learning environment where each student can reach his or her fullest potential through an individualized, standards based educational program structured for student’s success.

Vision:

Because we believe that every student can succeed, Vista Oaks Charter School will:

- Provide each student with an engaging and relevant learning experience
- Incorporate rigorous educational opportunities that improve academic achievement
- Consider the unique learning style and needs of each student when planning his or her academic program
- Promote personal responsibility and ownership in planning for one’s future
- Serve students with exemplary, dedicated teachers and staff

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	43
Grade 1	51
Grade 2	38
Grade 3	47
Grade 4	36
Grade 5	55
Grade 6	49
Grade 7	49
Grade 8	39
Grade 9	46
Grade 10	65
Grade 11	46
Grade 12	70
Total Enrollment	634

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.1
Asian	3.5
Filipino	0.6
Hispanic or Latino	28.4
Native Hawaiian or Pacific Islander	0
White	60.4
Two or More Races	3.8
Socioeconomically Disadvantaged	39.9
English Learners	4.3
Students with Disabilities	15.8
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			
Vista Oaks Charter	15-16	16-17	17-18
With Full Credential	34	47	47
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0
Vista Oaks Charter	15-16	16-17	17-18
With Full Credential	♦	♦	47
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Oaks Charter	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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)

Vista Oaks has adopted curriculum that meets the new state standards and maintains sufficient supplies to meet the needs of all students. The staff continues to work on improving the instructional materials provided.

Textbooks and Instructional Materials Year and month in which data were collected: July 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Includes Houghton Mifflin (K-5), Pearson's Reader's Journey (6-8), Pearson's Common Core (6-8) (Adopted 2017), Hampton Brown's Inside (5-8), Pearson Literature (9-12), Hampton Brown's Edge (9-12) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Includes Envision (K-6), Go Math (7-8), Pearson Common Core (9-12) (Adopted 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Includes Macmillan/McGraw Hill (K-5), Holt (6-8), Glencoe (9-12) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Includes Macmillan/McGraw Hill (K-6), Holt (7-8), Pearson (9-12) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Edmentum's Plato (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Glencoe, including Art Talk (Adopted 2014) 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 Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Because Vista Oaks offers an independent study/homeschool instructional model, most student learning takes place in the students' homes. However, Vista Oaks does have two locations where it is able to offer onsite enrichment and academic opportunities.

The first location is housed on a school site within Byron Union School District. The site is set in a rural area in a building built during the 1940's. The school was not used for a number of years, but was offered to Vista Oaks to rent in the fall of 2014. While the site is in good condition and meets minimum requirements and guidelines, it does show its age. Because the school is in a rural location, there are sometimes issues with feral cats, swallows and other pests. However, the district's custodial staff works hard to respond to any facility needs. Vista Oaks currently rents 8 classrooms from Byron Union School District, with all maintenance and general upkeep kept by district personnel. In addition, the district recently completed wiring and electrical updates to the portables, as well as updating wireless technology in all classrooms. Both the school and district's staff works hard to keep it clean and welcoming.

A second site opened during the fall of 2015 and is located in Lodi, California. Because the site was renovated to meet current requirements for educational facilities, it exceeds minimum ADA requirements and guidelines and is in good condition. However, this site is in need of updated wireless technology, which the school hopes to provide during the current school year.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
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	31	32	51	46	48	48
Math	16	19	45	42	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	35	42	87	72	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
5	14.5	16.4	38.2
7	25.5	17.6	39.2
9	14.5	30.9	20

* 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	147	132	89.8	41.7
Male	81	76	93.8	42.1
Female	66	56	84.9	41.1
Asian	11	9	81.8	77.8
Hispanic or Latino	40	38	95.0	29.0
White	79	72	91.1	45.8
Socioeconomically Disadvantaged	67	63	94.0	33.3
Students with Disabilities	30	23	76.7	30.4

* 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	366	349	95.36	32.13
Male	192	185	96.35	26.14
Female	174	164	94.25	38.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	69.23
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	14.77
White	225	212	94.22	36.71
Two or More Races	17	17	100	25
Socioeconomically Disadvantaged	148	141	95.27	26.24
English Learners	24	24	100	16.67
Students with Disabilities	63	60	95.24	10.71
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	366	350	95.63	19.29
Male	192	185	96.35	18.99
Female	174	165	94.83	19.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	69.23
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	9.09
White	225	213	94.67	21.33
Two or More Races	17	17	100	8.33
Socioeconomically Disadvantaged	148	141	95.27	12.77
English Learners	24	24	100	8.33
Students with Disabilities	63	60	95.24	7.14
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)

Vista Oaks Charter School is founded on parental and community involvement and is committed to the ongoing participation and input from this valuable group. Vista Oaks uses a wide range of activities to inspire and encourage ongoing involvement with the teaching and learning process.

- School Site Council: A committee of representatives that includes both parents and community members that drafts, reviews and approves the school's Schoolwide Action Plan
- Weekly Parent/Community Newsletter: Provides information to upcoming activities and school events
- Surveys: Used to gather information and input from parents and community, helping the school's staff to continually improve the services we provide to our students
- School Pathways: Allows parents access to grades and assignments for onsite classes
- Curriculum Preview Day, Open House, and the Spring Art Show: Provided families with an opportunity to preview the school's adopted curriculum, learn about available online educational resources, or enjoy opportunities to appreciate students' work
- Weekly Class Emails, Remind 101 App: Teachers and staff use these to regularly communicate with students and families, ensuring all are kept informed
- Vista Oaks Website: Used by parents and community members to find program information, learn more about upcoming information, as well as access resources, links, and forms

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

The School Safety Plan was created in July 2014, prior to the opening of the school. The School Safety Plan is updated annually and reviewed with staff during staff development prior to the start of each school year. In addition, the School Safety Plan is practiced at least once per month.

The plan includes how students, staff, and families are to respond in the event of an emergency that could include earthquake, fire, lockdowns, evacuations, and other emergency situations. The plan also outlines responsibilities of various staff members and how parents/community will be communicated with in the event of an emergency.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.1	2.2	3.0
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	Not in PI	Not In PI
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	.75
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	200

* 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			7			1						
2			13			1						
6			5			1						
Other			10			3						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	8	8	8	35	35	26	2	2	1	2	2	
Mathematics	9	9	5	14	14	9	1	1	1	1	1	
Science	12	12	10	11	11	15				2	2	2
Social Science	11	11	10	16	16	20			2	3	3	1

* 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

Vista Oaks believes that strong, on-going professional development and staff collaboration are crucial ingredients in increasing student achievement, therefore the school is dedicated to setting aside time and resources for these. Below are the key areas considered when planning professional development opportunities each year.

- Achieving the School's Purpose: The Vista Oaks' School Leadership Team keeps focus on the school's vision and purpose when making our long-term professional development plans.
- Responding to Current Student Learning Needs: In addition, the school's leadership provides ongoing professional development based on students' needs and assessment data.
- Active Participation by All: All staff members are actively involved in their professional development, working in PLC Teams to collaborate and improve student learning. Teams are made up of both general education and special education teachers.
- Input by All: All staff members input, including special education staff, is sought both formally at the end of each semester and informally throughout the school year.

Within the professional development and staff collaboration opportunities, the following are key components our leadership considers:

- Importance of all staff members having a common language, vision, and purpose.
- Importance of using data to drive instruction
- Importance of maintaining a balance between reflecting on current practices while looking ahead at long-term goals and reaching them, ensuring a yearly professional development plan is designed with this balance of both reflecting and looking ahead.

Professional development and collaboration is scheduled throughout each month, as well as throughout the year. Below is an overview of the activities in which our staff members participate. Vista Oaks' teachers will:

- Meet monthly for collaboration, review of assessment data, planning, and modification of instructional practices as needed
- Become experts on the California Common Core Standards, as well as strategies to support families' implementation of these standards
- Participate in school-wide professional development, which are led by the Associate Director/Math Coordinator, one of the Program Coordinators, or by outside resources.
- Have numerous additional outside opportunities for professional development throughout the year that the School Leadership Team identifies as areas of need

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,615	\$47,034
Mid-Range Teacher Salary	\$75,193	\$73,126
Highest Teacher Salary	\$86,713	\$91,838
Average Principal Salary (ES)	\$113,856	\$116,119
Average Principal Salary (MS)	\$112,074	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$168,500	\$178,388
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Vista Oaks receives federal Title 1 funding. This funding is used to provide additional onsite support for the school's intervention programs. This includes funding for personnel to lead focused, small group instruction in both mathematics and language arts.

Vista Oaks is not in Program Improvement.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Vista Oaks Charter	2013-14	2014-15	2015-16
Dropout Rate		11.9	26.4
Graduation Rate		61.9	41.51
Vista Oaks Charter	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
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	83
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	7%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,838	\$947	\$7,891	\$67,370
District	♦	♦	\$8,527	\$76,072
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-7.7	-12.1
Percent Difference: School Site/ State			18.2	-9.6

* Cells with ♦ do not require data.

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	14.69
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	14.29

* 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		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	58.33	58.33	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	33.33	33.33	94.42
Filipino	0	0	93.76
Hispanic or Latino	54.55	54.55	84.58
Native Hawaiian/Pacific Islander	50	50	86.57
White	63.64	63.64	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	55.32	55.32	85.45
English Learners	53.33	53.33	55.44
Students with Disabilities	62.5	62.5	63.9
Foster Youth	0	0	68.19

Career Technical Education Programs

Since opening its doors in 2014, Vista Oaks has completed the following:

- Offers Work Experience and Community Service courses
- Works with Lodi Unified's ROP, allowing access to the various courses available
- Supports students who are ready to take courses at the local community college
- Developed a course within Child Development that will be articulated between the school and Delta College beginning in 2016-2017
- Provides quarterly workshops and information sessions to share opportunities available
- Recruits students to attend field trips to the local ROP and community colleges
- Coordinates training for community service opportunities

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.