Rosamond High School

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

Southern Kern Unified School District
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Business Services**

Leanne Hargus
**Assistant Superintendent
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District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation school.

RHS is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). The next WASC review is during the 2018-2019 school year. Students, parents, and community believe that the primary role of RHS is to serve the community by being the center of learning and growth. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions. Expected learning results (ESLRS) referred to as the Roadrunner Way. SKUSD is participating in a global education initiative called New Pedagogies for Deep Learning (NPDL). The purpose of this initiative is to support student learning through inquiry and project based learning which will strengthen our efforts in developing lifelong 21st century students who are both college and career ready.

District Mission Statement

Southern Kern Unified School District will offer a quality education, by providing the basis for students to be moral, ethical, responsible, and compassionate people, becoming critical thinkers who seek knowledge and possess technological proficiency and collaborative skills. Our student will become self-motivated and involved citizens of the future. The District has made a firm commitment to the following four priorities: Safety, Student Learning Outcomes, Support of the community and Soundness of resources.

RHS Mission Statement

To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.

RHS Vision Statement

RHS will provide for students to develop as moral, ethical, responsible, and compassionate citizens while developing as critical thinkers who seek continual knowledge. RHS will encourage technological proficiency and collaborative skills in order to enable its students to become self-motivated and involved citizens.

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 9	209
Grade 10	198
Grade 11	193
Grade 12	159
Total Enrollment	759

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	10
American Indian or Alaska Native	1.6
Asian	1.1
Filipino	1.4
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.5
White	30.7
Two or More Races	0.8
Socioeconomically Disadvantaged	64.4
English Learners	8.2
Students with Disabilities	15.8
Foster Youth	1.1

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			
Rosamond High School	**14-15**	**15-16**	**16-17**
With Full Credential	34	34	30
Without Full Credential	9	11	13
Teaching Outside Subject Area of Competence	0	0	0
Southern Kern Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rosamond High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	34	1	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	1	

* "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	86.4	13.6
Districtwide		
All Schools	87.3	12.7
High-Poverty Schools	87.3	12.7
Low-Poverty Schools	0.0	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)

Southern Kern Unified School District held a public hearing on September 7, 2016, 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 laptops with e-books, standards-aligned textbooks, and 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 as of November 2016.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Pearson Common Core Literature Grade 9 2015 Pearson Common Core Literature Grade 10 2015 Pearson Common Core Literature Grade 11 2015 Expository Reading Writing Course Grade 12 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	CA Common Core Algebra 2015 CA Common Core Algebra 2 2015 CA Common Core Geometry 2015 Sullivan, Algebra and Trigonometry 2015 Common Core Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Miller and Levine Biology 2014 Pearson Chemistry 2012 Biomedical Project lead The Way AgrScience Explorations, Fourth Edition Pearson Health 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Prentice Hall US History Prentice Hall World History **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Pearson Health 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	Music Appreciation, Rager Kamien, 11th Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science Laboratory Equipment	Miller and Levine Biology 2014 Pearson Chemistry 2012 Physical Science 2014 Hewitt Conceptual Physics 2014 Christensen: The Environment and You, 1e, 2013 Green Energy: Energy, Power, and Transportation Technology, 2nd Edition Project Lead The Way - Biomedical **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rosamond High School is comprised of 60 classrooms, a College Center, Media Center, Student Center, a gym, staff lounge, and workroom. The facility strongly supports teaching and learning through its ample classroom and ground space.

Cleaning Process
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms were fully functional.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2016				
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			Broken tiles on floor in Room 209
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Showers inoperable in the Boys and Girls PE Locer Room.
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

	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	49	31	43	40	30	37	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**
9	20.3	17.7	19.8

* 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.

	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	42	44	24	27	44	48
Math	17	21	18	19	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.

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	189	164	86.8	42.7
Male	102	89	87.3	46.1
Female	87	75	86.2	38.7
Black or African American	11	9	81.8	22.2
Hispanic or Latino	102	91	89.2	35.2
White	58	48	82.8	66.7
Socioeconomically Disadvantaged	123	108	87.8	44.4
Students with Disabilities	35	17	48.6	17.7

* 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	11	183	175	95.6	43.7
Male	11	89	82	92.1	37.0
Female	11	94	93	98.9	49.5
Black or African American	11	17	15	88.2	20.0
Hispanic or Latino	11	95	93	97.9	38.7
White	11	57	54	94.7	54.7
Socioeconomically Disadvantaged	11	113	111	98.2	40.0
English Learners	11	15	14	93.3	
Students with Disabilities	11	20	16	80.0	6.3

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	11	182	172	94.5	20.7
Male	11	88	80	90.9	20.3
Female	11	94	92	97.9	21.1
Black or African American	11	17	15	88.2	
Hispanic or Latino	11	95	92	96.8	19.6
White	11	56	52	92.9	32.6
Socioeconomically Disadvantaged	11	113	111	98.2	19.8
English Learners	11	15	14	93.3	
Students with Disabilities	11	20	16	80.0	

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)

There are many opportunities for parental involvement. At the beginning of the school year parents are invited to "Back to School Night" which provides an opportunity for parents to become familiar with their child's school and teacher. Parent conferences are held each year at the end of the first quarter. Parents are welcome to visit classrooms with advanced arrangements. Committees such as School Site Council, Athletic Boosters, Band Boosters, and AVID nights are additional avenues for parental involvement. The school includes parents in fundraisers, assemblies, dances, performances, and sporting events.

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

Rosamond High School's Comprehensive School Site Safety Plan was last revised in August 2016, by school administrators and staff representatives, additionally the district has hired an individual to oversee the implementation of emergency preparedness at all sites to ensure the protection of students and staff,and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet district standards." Rosamond High met these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are held once a month while earthquake drills are held once a quarter. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by campus supervisors and administrators. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	16.8	10.6
Expulsions Rate	13.6	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	11.3	8.4	7.6
Expulsions Rate	0.1	0.0	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
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
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	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	365

* 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)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	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	22	18	18	14	28	28	12	13	13	10	6	6
Mathematics	22	20	20	10	16	16	17	18	18	4	1	1
Science	22	17	17	10	20	20	9	11	11	7		
Social Science	23	17	17	9	17	17	7	11	11	8	4	4

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

Professional Development provided for Teachers

The Southern Kern Unified School District believe that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. The district has taken an active interest in facilitating professional development at all levels as demonstrated by implementation of paid Professional Development days, during the school year, in which the district sponsors all day workshops for all grade levels. Teachers are supported with coaches, department chairs and principal led mentoring as needed. All new teachers participate in BTSA. Staff meet regularly within each department to review pertinent data and discuss areas of student achievement. Teachers are encouraged to attend conferences within their discipline.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,905	$42,063
Mid-Range Teacher Salary	$65,806	$64,823
Highest Teacher Salary	$82,038	$84,821
Average Principal Salary (ES)	$86,981	$101,849
Average Principal Salary (MS)	$95,600	$107,678
Average Principal Salary (HS)	$117,216	$115,589
Superintendent Salary	$144,000	$169,152
Percent of District Budget		
Teacher Salaries	33%	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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,433	$1,300	$3,972	$61,193
District	♦	♦	$926	$64,157
State	♦	♦	$5,677	$67,348
Percent Difference: School Site/District			328.94%	-6.40%
Percent Difference: School Site/ State			-27.19%	-2.97%

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

• Title II
• Title III
• Economic Impact Aid (EIA)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rosamond High School	2011-12	2013-14	2014-15
Dropout Rate	3.90	7.10	5.50
Graduation Rate	92.81	87.91	91.41
Southern Kern Unified School District	2011-12	2013-14	2014-15
Dropout Rate	13.20	17.10	14.30
Graduation Rate	77.63	76.10	74.59
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	427
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.18
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	5.8

* Where there are student course enrollments.

2015-16 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	1	♦
Science		♦
Social Science	1	♦
All courses	2	.5

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	86	84	86
Black or African American	80	73	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	75	100	93
Hispanic or Latino	85	80	83
Native Hawaiian/Pacific Islander	100	100	85
White	91	94	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	43	50	54
Students with Disabilities	82	82	78

Career Technical Education Programs

Rosamond High School's instructional programs foster acquisition and growth of vital work readiness skills including critical thinking, problem-solving, communication, use of technology, interpersonal relationships, and civic responsibilities. Specialized programs for students are offered which integrate career learning and work readiness as follows:

• Carl Perkins Vocational Education
• Youth Employment Program

Students have an opportunity to enroll in career technology courses which provide students with hands-on experiences connected to job skill applications. ROTC is in its third year of operation and provides students with opportunities for growth and careers in the military. For more information about CTE or ROP Programs please contact, Bob Jones.

- Construction Trades/Advanced Construction Trades
- Computer Assisted Design
- Airframe Manufacturing
- Digital Imaging
- Automotive/Advanced Automotive
- A+ Certification*
- Welding/Advanced Welding
- Video Bulletin
- TV/Video Production
- Photography
- Health Careers
- Medical Terminology
- Sports Medicine

The needs of all students are addressed
Students in CTE classes participate in hands on technical training to help prepare them for a career in that specific trade. Measurable outcomes are identified through the use of Precision Exams which given the student the opportunity to attain Industry recognized certificates of competency.
This table displays information about participation in the school's Career Technical Education (CTE) programs.

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.