



Costanoa Continuation High School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12

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



Santa Cruz City Schools

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School Description

Costanoa High School is located on the vibrant Branciforte Small Schools Campus (BSSC). Ark Independent Study High School, Monarch Community School, and Alternative Family Education all share our campus. Costanoa students benefit from small class sizes and strong relationships with staff members. We focus on student growth over time by developing the following habits: Use your mind well. Do the right thing. Work hard. Costanoa has a diverse population that includes 120 students in grades ten through twelve. Costanoa is fully accredited by the Western Association of Schools and Colleges.

Our schoolwide action plan focuses on developing literacy and math skills to prepare students for the rigors of community college. All students complete a senior project as a graduation requirement. The staff has a strong culture of collegiality focused on instructional improvement and the promotion of student success. Our staff works together to review research on effective teaching and to adjust instruction in response to student assessment. Students work to meet these milestones: master state standards in all subjects, complete credits required for graduation, complete the English Language Arts Portfolio, and complete the senior project. Steve Hambright and Lysa Tabachnick are the Co-Principals with combined experience of working from Pre Kinder to 12th grade and Adult School. Steve taught at Costanoa for five years before moving into the co-principal role. Our faculty Leadership Team and School Site Council (SSC) also guide the focus and direction of the school. Furthermore, our student leadership group has an active voice in school activities, such as Spirit Week, and the development of school policies.

VISION-We personalize education for every student.

MISSION-Costanoa High School students, by asking essential questions and seeking thoughtful answers, fully engage with a rigorous, purposeful, Common Core standards-based, high-interest curricula. Authentic, trustful, and safe relationships based upon open communication are cultivated among parents, staff, and the student community. As a continuously improving, collaborative team, staff members promote equity, celebrate and honor diversity, know students well, and promote the positive development of students' minds, hearts, and habits of work. Students' and parents' voices and needs are heard, valued, and incorporated into the fabric of the school. Students are guided to reflectively discover their passions and abilities, make their learning relevant, and set and monitor learning goals and life goals.

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 10	1
Grade 11	32
Grade 12	52
Total Enrollment	85

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	0
White	22.4
Two or More Races	5.9
Socioeconomically Disadvantaged	78.8
English Learners	17.6
Students with Disabilities	16.5
Foster Youth	3.5

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			
Costanoa Continuation High School	14-15	15-16	16-17
With Full Credential	6	7	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	
Santa Cruz City Schools	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	41.8	58.3
Districtwide		
All Schools	72.6	27.4
High-Poverty Schools	63.6	36.4
Low-Poverty Schools	80.0	20.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Inside Writing: Grade 9 - Great Source Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - Houghton Mifflin Adopted 2008 Algebra 2 - Houghton Mifflin Adopted 2008 Geometry - Houghton Mifflin Adopted 2008 Algebra Readiness - Houghton Mifflin Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007 Biology - Houghton Mifflin Adopted 2007 Chemistry - Pearson Prentice Hall Adopted 2007 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Economics: Principles in Action - Pearson Prentice Hall Adopted 2006 Magruder's American Government - Pearson Prentice Hall Adopted 2006 The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006 World History: The Modern World - Pearson Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus. In terms of safety, the school earned a 95% rating. Overall cleanliness is an area for improvement as indicated by the 75% rating. In the most recent FIT report, the overall rating was "Good" at 93.55%. The FIT report conducted October 19, 2015 describes planned facility improvements and needed maintenance to ensure good repair. The 2016-17 FIT report has yet to be carried out.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 23: AIR IS NOT WOKING RM 4: NO HEAT
Interior: Interior Surfaces	X			RM 26: BLINDS ARE BROKEN / ITEMS STACKED ON CABINETS / CRASH BAR ON DOOR DOESN'T WORK
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			RM 16: ITEMS STACKED ON CABINET RM 2: BINDERS STACKED AND CABINET ON TOP OF SHELF RM 22: ITEMS STACKED ON CABINETS RM 27: ITEMS STACKED ON CABINET RM 6: BOOKCASE BY STAIRES NOT ANCHORED DOWN, ITEMS STACKED ON CABINETS RM 6A: ITEMS STACKED ON CABINETS
Electrical: Electrical	X			RM 14: LIGHT BULBS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			GIRLS RESTROOM 3RD FLOOR: TOILET WILL NOT FLUSH, HANDLE IS NOT CONNECTED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			OUTSIDE BOYS RESTROOM: ENTRANCE TILE ON FLOOR BASEMENT RM 1: CEILING TILE MISSING SEVERAL STAINED STAIRES: LOOSE COVER ON ALL STAIREWAYS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 26: BLINDS ARE BROKEN / ITEMS STACKED ON CABINETS / CRASH BAR ON DOOR DOESN'T WORK
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

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	12	21	61	60	44	48
Math	0		43	45	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	10	8	30	62	70	64	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

* 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	13	10	76.9	30.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	43	35	81.4	20.6
Male	11	21	17	81.0	25.0
Female	11	22	18	81.8	16.7
Black or African American	11	--	--	--	--
Hispanic or Latino	11	26	21	80.8	20.0
White	11	13	11	84.6	27.3

**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
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	33	28	84.8	18.5
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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	43	35	81.4	
Male	11	21	17	81.0	
Female	11	22	18	81.8	
Black or African American	11	--	--	--	--
Hispanic or Latino	11	26	21	80.8	
White	11	13	11	84.6	
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	33	28	84.8	
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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)

Costanoa parents are involved in school governance through the School Site Council and English Learner Advisory Committee. Each group holds meetings five times per year. Parents are expected to be actively involved in their child's education by attending three parent-teacher-student conferences each year. To become more involved, please call (831) 429-3898, ext. 229 or visit the school office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The four schools at BSSC review the previous year's Safe School Plan and collaborate to write a new plan each year. Goal one in our 2016-17 plan is to increase opportunities for caregivers and/or students to attend workshops related to positive discipline, trauma informed care, anxiety, and depression. By March 2017, we will hold at least three presentations for caregivers and students related to the above topics. We will undertake a number of actions to meet this goal. We will continue to provide caregivers with access to support groups that can help increase positive communication with their students (Positive Discipline- parenting support), increase outreach for positive discipline support group sessions to AFE, Ark, Costanoa, and Monarch through use of robocalls and advertisement, introduce trauma-informed care tenets to parents at conferences and Back-to-School nights, and continue to hold positive discipline and/or trauma-informed care as threads of 2016-17 professional development plans.

Our second goal in our 2016-17 plan is to implement trauma-informed care strategies in the classroom to increase student and school safety. We seek to improve student's self-regulation skills with the outcome of reducing class misconduct and defiance referrals at Costanoa by 25% from 2015-16 to 2016-17. We will obtain a baseline of counseling referrals for 2015-16 and decrease the number of counseling referrals during the 2016-17 school year. All Costanoa teachers will implement trauma-informed care and positive discipline tenets into teaching practice as evidenced by co-principal observations. Staff attendance will increase at mindfulness sessions. Teachers will increase knowledge and use of trauma informed care practices as measured by February 2016 and February 2017 survey and classroom observations. We will undertake a number of actions to meet this goal's objectives. We will monitor schoolwide counseling referrals at the end of every quarter, maintain a PD thread related to trauma informed care, track teacher attendance at mindfulness and other self-care practices, survey staff in February 2016 and 2017 about understanding and use of trauma-informed care practices, develop a trauma-informed/positive discipline protocol for co-principals to use when dealing with disregulated students, monitor defiance/disruption referrals at the end of every quarter, conduct classroom observations to identify trauma informed care practices in use, and refer all Costanoa students serving in-school suspension to counseling.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.6	5.8	5.0
Expulsions Rate	1.7	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.3	2.5
Expulsions Rate	0.1	0.1	0.4
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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.3
Social Worker	.0555
Nurse	.063
Speech/Language/Hearing Specialist	0
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	112

* 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	17	16	16	11	10	10	1					
Mathematics	16	17	17	24	16	16						
Science	18	16	16	17	17	17		1	1			
Social Science	19	18	18	30	28	28	1	2	2			

* 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

We meet as a Professional Learning Community twice a month for a total of three hours to focus on continuous improvement in instruction and learning. During the past three years, professional development has centered on the two key threads of literacy and socioemotional well-being. Many students come to Costanoa deficient in reading and writing skills as evidenced by Scholastic Reading Inventory and CAASP scores.

For the 2016-17 school year, there are three key strands of professional development focused on elaboration of evidence in writing, implementation of positive discipline, and integration of trauma informed care practices in the classroom. A consultant with the Central California Writing Project is facilitating the seven-session writing workshops, and a facilitator from the Positive Discipline Community Resource Center is leading the eight-session positive discipline work. Teachers are supported during implementation through teacher-principal meetings, group analysis of student writing assessments and data, and peer observations. A .2 math coach is also supporting our two math teachers with project-based learning.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by assessments. We work closely with our School Site Council (SSC) and staff to give extra help to students who need it. During the 2015-16 fiscal year, LCF and federal funds were used to provide professional development that supported the staff in meeting our SPSA goals and action plan. This included hiring outside experts to provide literacy and positive discipline training. Additionally, these funds were used to purchase supplementary instructional materials and needed technology hardware and software for the classroom. Funds were also spent to ensure student access to educational field trips.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Costanoa Continuation High School	2011-12	2013-14	2014-15
Dropout Rate	4.70	4.20	3.90
Graduation Rate	89.84	91.92	89.71
Santa Cruz City Schools	2011-12	2013-14	2014-15
Dropout Rate	4.70	4.20	3.90
Graduation Rate	89.84	91.92	89.71
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	
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	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	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,097	\$1,409	\$5,483	\$59,702
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			6.8	4.8
Percent Difference: School Site/ State			-3.4	

* Cells with ♦ do not require data.

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		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	62	90	86
Black or African American	0	68	78
American Indian or Alaska Native	100	86	78
Asian	0	97	93
Filipino	100	100	93
Hispanic or Latino	64	84	83
Native Hawaiian/Pacific Islander	0	100	85
White	65	94	91
Two or More Races	67	85	89
Socioeconomically Disadvantaged	82	66	66
English Learners	38	63	54
Students with Disabilities	63	83	78

Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE/ROP classes at high schools throughout the county. These career technical education courses (CTE, formerly known as vocational education) are open to all Costanoa students. For the 2015-16 school year, Costanoa offered two courses: Agriculture Production and Early Childhood Education. Approximately, 40 students were enrolled in the Ag Production class, and 10 students were enrolled in the Early Childhood Education class.

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.