



Montecito High School

720 Ninth St. • Ramona, CA 92065-2348 • (760) 787-4300 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Ramona Unified School District

720 Ninth St.
Ramona, CA 92065
760-787-2000
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District Governing Board

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Daryn Drum, Vice President
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**Assistant Superintendent of
Education Services**
Joel Garcia, Ed.D
**Assistant Superintendent of
Human Resources**
Rena Seifts
**Assistant Superintendent of
Administrative Services**

Principals Message

Welcome to Montecito High School (MHS). The primary goal at Montecito High School is to engage students in their learning and prepare them for their post high school plans. To that end, the MHS staff teaches to the California standards-based curriculum so students are able to demonstrate mastery in all academic areas and earn a high school diploma.

Montecito High School students attend school from 7:45 am until 12:48 pm daily with the option to attend a sixth period class where they are able to earn additional credit and/or make up lost credits.

Weekday afternoons are dedicated to staff development, collaboration, and conferencing with students and their parents.

Montecito High School Mission Statement

Montecito High School prepares students for academic success, for personal growth, and to become productive community members by providing a safe, supportive and flexible learning environment. Students fulfill academic requirements, and demonstrate personal social responsibility that will empower and prepare them to thrive in the 21st century.

Montecito High School Vision Statement

At Montecito High School we embrace diversity and provide programs that promote understanding and respect. Extension and intervention opportunities are provided to enrich our Common Core learning in a collaborative environment. We strive to build a culture of college and career readiness for every student giving them the confidence and ability to succeed.

The Ramona Unified School District serves a population of 5630 pupils in grades TK-12 over 172 miles. The Montecito High School campus is located at 720 9th St and consists of 12 classrooms (including 2 computer laboratories), a main office with a conference room and a college and career center, a library media center, and a multi-purpose room. There are 8 teachers serving 6.1 F.T.E.s with all core courses offered and a variety of electives, including several CTE courses and college/career courses (CAP).

Montecito High School is a continuation school currently serving approximately 140 students. The Ramona Unified School District has been experiencing declining enrollment for the past 13 years and MHS enrollment has begun to decline over the past 6 years. Additionally, there has been an increase in the Latino/Hispanic population with a decrease in the white population. MHS serves many at-risk students in grades 10 through 12. MHS is a School Wide Title One School. As the majority of students are credit deficient when entering MHS, we are a credit recovery focused site. Systems are in place to provide opportunities to capture credits, to stay credit current, and extend learning opportunities. Montecito High School is on a trimester system with six periods offered per day; five periods within the regular school day and extended learning (Toro Time) during sixth period. There are traditional classes, online education opportunities, evening classes, and a Toro Time (period six) which is designed to provide more support for struggling students as well as provide extra time for students to work independently on class work. Teachers are readily available to offer their assistance during Toro Time.

Montecito High School has an active student body organization (STAR club) that provides our school community with several activities throughout the year. Students enjoy occasional BBQs, a fall festival, taco day and an Easter egg hunt with our neighboring Head Start preschool. Students from the Construction class build benches for other schools in the district as well as complete campus beautification projects at MHS. As part of our focus on college and career, MHS host an annual College and Career Day with vendors from many colleges, technical schools, and all branches of the military. MHS students participate in a partnership with Ramona Elementary school to provide tutoring to elementary students. Our students enjoy the experience and benefit from helping their younger counterparts. MHS offers students extra curricular and co curricular opportunities such as soccer, basketball, art club, yearbook and participation in the Skills USA competition for the construction trades.

Mike Sterner
PRINCIPAL

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	5
Grade 10	23
Grade 11	60
Grade 12	62
Total Enrollment	150

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.7
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.0
White	52.7
Socioeconomically Disadvantaged	57.3
English Learners	8.0
Students with Disabilities	10.7
Foster Youth	0.0

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			
Montecito High School	16-17	17-18	18-19
With Full Credential	6	8	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ramona Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	244
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Montecito High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

The District's adopted core curriculum is the California Content Standards (CCS). District adopted textbooks and supplemental materials are aligned to the standards.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Integrated 1 CPM 2015 Integrated 2 CPM 2015 McGraw Hill Algebra 4th Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt Rinehart 2006 Holt, Rinehart & Winston 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell 2005 Prentice Hall 2005 Glenco 2006 Pearson Prentice Hall 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school within the Ramona Unified School District is carefully maintained to ensure that campuses are safe and clean. With the completion of multiple recent building projects at various campuses, the District has continued to provide outstanding campus environments for our students which provide for high-quality educational programs. In addition to the District's maintenance department which performs everyday maintenance on over 165 buildings, the District also utilizes its deferred maintenance budget which allows for additional funding to maintain various items, including flooring, roofs, walls, windows, and other major systems within the buildings.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The main deficiencies are stained ceiling tiles from roof leaks and carpeting that needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	6.0	12.0	52.0	51.0	48.0	50.0
Math	2.0	0.0	38.0	37.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 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	68	65	95.59	12.31
Male	44	43	97.73	11.63
Female	24	22	91.67	13.64
Black or African American	--	--	--	--
Hispanic or Latino	35	32	91.43	6.25
White	27	27	100.00	14.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	11.11
English Learners	21	19	90.48	5.26
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18 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	67	62	92.54	0
Male	44	41	93.18	0
Female	23	21	91.3	0
Black or African American	--	--	--	--
Hispanic or Latino	34	30	88.24	0
White	27	26	96.3	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	33	86.84	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

There are numerous opportunities for parent involvement at Montecito High School (MHS). Parents can be involved in the governance of the school by participating on the School Site Council. The primary purpose of the council is to: establish and focus on the school's School Plan for Student Achievement, approve categorical expenditures, and monitor progress towards achieving the school's goals. Parents are invited to participate in the Back to School Night and Open House. The MHS STAR Club has activities and special events in which the parents can become involved and provide their support. Parents are always welcome to attend dances, field trips, and sporting events.

Parent involvement coordinator: MHS office 760-787-4300

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

Montecito's Safe School Plan addresses the procedures the staff and students need to follow in case of an emergency. The plan follows the guidelines established by the District Office and California Education Code. The plan is revised each year in the fall, approved by the School Site Council and reviewed with the staff during the weekly staff meetings. Staff reviews the plan with students and evacuation maps are posted in all buildings on campus. MHS grounds are supervised by a full time security member. Staff members are outside their rooms during class changes and the 12 minute nutrition break.

Partnering with our local Fire, EMS, and Sheriff. MHS follows emergency procedures in fire, lock down, and earthquake drills. MHS participates in the California school-wide annual earthquake drill.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.6	7.5	12.0
Expulsions Rate	1.0	0.5	1.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	3.3	3.6
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.2
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	.2
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	140

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	22.0	28.0	4	3	1	4	3	3		1	2
Mathematics	19.0	20.0	19.0	2	4	4	4	2	3			
Science	17.0	19.0	34.0	3	2			1	1			1
Social Science	25.0	28.0	30.0	1	1		5	5	5		1	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

Ramona Unified School District is dedicated to providing ongoing and sustainable professional development to its administrators, teachers, and paraprofessionals. In order to effectively implement the new state standards and enhance instructional delivery across the district, our educators participate in professional development at the site, district, and county level. The primary focus of this year's professional development is in the following areas:

- ELA/ELD State Standards
- Mathematics State Standards
- Next Generation Science Standards
- Instructional Focus Leadership/Improvement Science
- Social-Emotional Learning
- Technology Integration

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,017	\$47,547
Mid-Range Teacher Salary	\$72,033	\$74,775
Highest Teacher Salary	\$95,004	\$93,651
Average Principal Salary (ES)	\$115,793	\$116,377
Average Principal Salary (MS)	\$130,652	\$122,978
Average Principal Salary (HS)	\$143,235	\$135,565
Superintendent Salary	\$215,000	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

* 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 believe all students can learn, and we recognize that all students learn and retain information in different ways. For students with differing learning styles or disabilities, Ramona Unified School District offers a wide variety of intervention programs. The District provides regular education, categorical programs and additional educational opportunities designed to help all students meet or exceed grade-level standards and to prevent students from falling behind. Federal categorical and additional educational opportunities are funded through the Elementary and Secondary Education Act, which was reauthorized in 2015 as the Every Student Succeeds Act. These programs include, Title I (English Language Arts and Mathematics support); Title II (Improving Teacher Quality); Title III (support for English Language Acquisition). State funding provides supplemental dollars so the District can provide additional service to unduplicated count students, including foster youth, English language learners, homeless youth, and students of low income families. RUSD offers a wide variety of alternative education programs and settings, including the Ramona Community campus which houses the Ramona Community Montessori School (TK-6) and Mt. Valley Academy (TK-12 School/Home Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Montecito High School	2014-15	2015-16	2016-17
Dropout Rate	20.8	11.3	0.0
Graduation Rate	52.8	81.1	70.6
Ramona Unified School District	2014-15	2015-16	2016-17
Dropout Rate	4.4	2.7	2.0
Graduation Rate	88.8	92.3	91.6
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	72
% of pupils completing a CTE program and earning a high school diploma	26
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9649	\$3337	\$6311	\$61,114
District	◆	◆	\$5504	\$71,367
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			13.7	-15.5
Percent Difference: School Site/ State			-12.1	-22.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	68.4	92.3	88.7
Black or African American	0.0	87.5	82.2
American Indian or Alaska Native	0.0	71.4	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	56.5	87.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	80.0	96.4	92.1
Two or More Races	66.7	80.0	91.2
Socioeconomically Disadvantaged	65.4	100.0	88.6
English Learners	20.0	58.3	56.7
Students with Disabilities	60.0	92.3	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

College and career planning with students has been with a primary goal for Montecito High School (MHS) over the past few years. In 2015, all seniors had a post graduation plan and the majority had plans to attend post secondary institutions. With the implementation of the College Access Program (CAP) classes and the creation of the college and career center two years ago, students have all the resources needed to make educated decisions about future plans. With direct access to all necessary applications, visits to local community colleges and California State University schools, and much needed organizational tools, students are prepared for their chosen college or career when they graduate. Additionally, MHS hosts a large Career Fair annually. Representatives from the Military, technical schools, colleges, and workforce come to MHS. The students enjoy asking questions and exploring career options. Common Core strategies embedded in all coursework is leading students through real world application projects such as iPad projects, research papers, electronic annotating, and California Technical Education classes that are relevant in today's workforce.

The Montecito High School community has built multiple relationships with local organizations such as the continuing partnership with the Ramona Rotary Club. The Rotary sponsors "student of the month" awards, student driven presentations, and 12th grade scholarships. The MHS/Ramona Elementary tutoring program provides MHS students a chance to serve their neighboring school by tutoring younger students. MHS events include Red Ribbon Week, Relay for Life, and the annual Easter Egg Hunt with the neighboring Head Start Preschool.

Although California Technical Education sections have been impacted by budget cuts at MHS, there is still an enriching Construction pathway that provides students with hands on, real world application coursework. Students learn skills that they can put to use during high school, immediately after high school in the workforce, and in college or technical schooling. Our Construction classes include skill development in framing, plumbing, electrical, tiling, concrete, as well as opportunities to visit Ramona Unified School District schools to help repair structures. Construction is sequenced with Construction courses I and II. This provides sequencing and articulation with post secondary education.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.