



# Costanoa Continuation High School/Branciforte Small Schools Campus

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12  
Andrew Wright, Principal  
andrewwright@sccs.net  
bssc.sccs.net/costanoa

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Santa Cruz City Schools**  
133 Mission St., Suite 100  
Santa Cruz, CA 95060  
(831) 429-3410  
www.sccs.net

### District Governing Board

Sheila Coonerty

John Owen

Cynthia Ranii

Jeremy Shonick

Patricia Threet

Deborah Tracy-Proulx

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### District Administration

Kris Munro

**Superintendent**

Dorothy Coito

**Assistant Superintendent  
Educational Services**

Jim Monreal

**Assistant Superintendent  
Business Services**

Molly Parks

**Assistant Superintendent  
Human Resources**

### 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 100 students in grades nine 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 improve and adjust instruction in response to student assessment. Students work to master standards in all subjects and to complete required credits for graduation, the English Language Arts Portfolio, and the senior project. Our faculty Leadership Team and School Site Council (SSC) guide the focus and direction of the school. Our student leadership group also has an active voice in school activities, such as Spirit Week, and the development of school policies.

**INSPIRED PURPOSE**-We personalize education for every student.

**MISSION**-We are a small and diverse community that supports students' academic and personal growth. Students learn through integrated thematic instruction, participate in experiential learning, develop a foundation in positive socioemotional practices, and build connections to Cabrillo College.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	9
Grade 11	39
Grade 12	36
<b>Total Enrollment</b>	<b>86</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
Hispanic or Latino	68.6
White	26.7
Two or More Races	1.2
Socioeconomically Disadvantaged	79.1
English Learners	17.4
Students with Disabilities	19.8
Foster Youth	3.5
Homeless	2.3

## 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 for Costanoa Continuation	17-18	18-19	19-20
With Full Credential	7	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

### Teacher Misassignments and Vacant Teacher Positions at Costanoa Continuation High School/Branciforte Small Schools Campus

Indicator	17-18	18-19	19-20
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 2019-20)**

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: November 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Literature &amp; Language Arts - Holt Adopted 2002</p> <p>Inside Writing: Grade 9 - Great Source Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></p>	<p>Integrated 1, 2, &amp; 3 - CPM Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Science</b></p>	<p>Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007</p> <p>Biology - Houghton Mifflin Adopted 2007</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics (Cutnell &amp; Johnson - 7th Ed.) - Wiley &amp; Sons / People's Publishing Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>History-Social Science</b></p>	<p>Economics: Principles in Action - Pearson Prentice Hall Adopted 2006</p> <p>Magruder's American Government - Pearson Prentice Hall Adopted 2006</p> <p>The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006</p> <p>World History: The Modern World - Pearson Prentice Hall Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 09/03/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 16: BLACK METAL CABINET NEEDS TO BE ANCHORED TO THE WALL RM 1: CEILING TILES MISSING
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RM 22: FAUCET VERY LOOSE, SINK DRAINS VERY SLOWLY
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	RM 15: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 14: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 13: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 17: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 12: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 11: FIRE EXTINGUISHER NEEDS TO BE SIGNED MPR: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 7: FIRE EXTINGUISHER NEEDS TO BE SIGNED LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED MAIN OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED ADMIN OFFICE: NO FIRE EXTINGUISHER RM 9: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 5: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6A: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 1: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 2: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 3: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED
<b>Structural:</b> Structural Damage, Roofs	Good	RM 14: STORAGE ROOM WINDOW WALL DAMAGED
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	18	6	60	64	50	50
Math	0	0	41	46	38	39

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 Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	39	35	89.74	5.71
Male	20	18	90.00	11.11
Female	19	17	89.47	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	24	92.31	4.17
White	11	9	81.82	11.11
Socioeconomically Disadvantaged	27	26	96.30	3.85
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	39	30	76.92	0.00
Male	20	17	85.00	0.00
Female	19	13	68.42	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	21	80.77	0.00
White	11	7	63.64	0.00
Socioeconomically Disadvantaged	27	23	85.19	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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. The School Site Council also serves as our site's bond oversight committee. Members are able to give input into school bond projects planned for our site.

Parents are expected to be actively involved in their child's education by attending three mandatory parent-teacher-student conferences each year. Student advisors' share academic and graduation progress. To become more involved, parents may call (831) 429-3898, ext. 229 or visit the school office.

### 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 Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. Goal one in our 2018-19 plan is to continue to implement trauma-informed care strategies in the classroom with a focus on implementation of neurosequential model tenets into lessons, 1:1 meetings, and school structure. We will also begin to explore restorative justice practices around community building. We will undertake a number of actions to meet this goal. We will continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

The second goal in our 2018-19 plan is to develop a comprehensive plan to deal with issues of homelessness impacting our school site. We will undertake a number of actions to meet this goal. We will create a morning safety checklist and a protocol for dealing with homeless issues that arise when school is not in session. We will also monitor time spent dealing with issues of homelessness during the 2018-19 school year to serve as a baseline. Finally we will work with the Santa Cruz Homeless Services Center and the School Resource Officer to review our safety checklist and proposed response to issues of homelessness.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.4	5.8	13.0
Expulsions Rate	0.8	0.7	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.2	4.1
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	215.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	12	11										
Mathematics	11	24										
Science	12	19			1	1						
Social Science	13	33	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			16

Costanoa staff meet twice monthly for a total of three hours to focus on continuous professional growth related to socioemotional learning, instruction, and assessment. During the past three years, professional development has centered on two key threads of literacy and school connectedness. Many students come to Costanoa deficient in reading and writing skills as evidenced by Measure of Academic Progress (MAP) and CAASP scores. Many students also come to Costanoa in need of strengthening socioemotional development and learning.

For the 2018-19 and the 2019-20 school year, there are three key strands of professional development focused on developing and carrying out integrated thematic units, implementing restorative justice practices, and developing academic vocabulary tied to ELD standards. A facilitator from SEEDS Community Resolution Center is leading 18 hours of professional development around restorative justice. The restorative justice leadership team is also receiving 20 hours of coaching throughout the year. Teachers are also supported through teacher-principal meetings, group analysis of student writing assessments and data, and two rounds of peer observations. SCCS' English Learner Instructional Tech is leading 7.5 hours of integrated ELD professional development with a focus on developing students' academic vocabulary acquisition.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

We update our School Plan for Student Achievement (SPSA) each year to ensure that our instruction is focused on student needs as indicated by student academic achievement. We work closely with our School Site Council (SSC) and staff to give provide extra academic and socioemotional support to students. During the 2018-19 fiscal year, LCFF and federal funds were used to provide extra staffing that supported us in attempting to meet our SPSA goals and to carry out our schoolwide action plan. This included adding a bilingual paraprofessional to support students with low levels of English proficiency and adding .2 FTE to a teacher's work load to maintain smaller class sizes. Additionally, these funds were used to purchase supplementary instructional materials. Funds were also spent to ensure student access to numerous educational field trips.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Costanoa Continuation High	2015-16	2016-17	2017-18
Dropout Rate	15.9	21.6	41.9
Graduation Rate	65.9	56.8	58.1

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate	4.2	5.9	10
Graduation Rate	92.5	89.1	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	55
% 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	100%

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,785	\$2,864	\$8,921	\$71,293
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	29.0	-18.1
School Site/ State	17.2	-14.8

Note: Cells with N/A values 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

**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 ROP) are open to all Costanoa students. For the 2017-18 school year, Costanoa offered two courses: Agriculture Production and Early Childhood Education. Approximately, 45 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 <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.