



Greg Rogers Elementary School

510 East Naples Street • Chula Vista, CA 91911 • (619) 656-2082 • Grades K-6

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



Chula Vista Elementary School District

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Deputy Superintendent, Business Services and Support

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Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Vision: Students of Greg Rogers Elementary School will be prepared, productive, literate, critical thinkers who contribute to a global society in the 21st Century.

Focus: Rogers Instructional Focus is teacher clarity. When teachers are clear about what students are learning and how they can be successful in learning it student learning can reach its full potential. Rogers is focused on increasing achievement for its English Language Learners through daily designated English Language Development instruction.

Greg Rogers School is a unique campus that serves both general education students and students with disabilities. There are approximately 400 preschool through 6th-grade students currently enrolled at this site. The special education population consists of approximately 150 students ranging from students with learning disabilities to students with severe disabilities. Services are also provided for a state-funded preschool program. Housed at Greg Rogers is California Children Services for occupational and physical therapy, Parent Intervention Program(PIP), Support Team For Autism Spectrum And At-Risk Students(STAARS), and the Occupational Therapy program. All students at Rogers Elementary are held to the highest academic standards and all teachers have high expectations for student achievement. At Rogers, we believe Once a Pirate Always a Pirate and we practice Pirate P.R.I.D.E in many ways. Pride stands for Practicing Procedures, being Respectful, being Inclusive, being Dependable and Aiming for Excellence.

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
Kindergarten	51
Grade 1	51
Grade 2	50
Grade 3	63
Grade 4	61
Grade 5	65
Grade 6	65
Total Enrollment	406

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.2
Asian	2
Filipino	8.6
Hispanic or Latino	70.9
Native Hawaiian or Pacific Islander	0.2
White	10.6
Two or More Races	2.5
Socioeconomically Disadvantaged	60.3
English Learners	27.1
Students with Disabilities	33.5
Homeless	0.5

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 Greg Rogers	17-18	18-19	19-20
With Full Credential	25	24	24
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Greg Rogers Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* 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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District and school have also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, electronic communication, and research.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Learning for Kindergarten to Sixth Grade Adopted Spring 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GO Math Houghton Mifflin Harcourt- Kindergarten to sixth Grade Adopted Spring 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. 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)

Greg Rogers (East) was built in 1962 and Greg Rogers (West) in 1963. We were remodeled in the summer of 2004 with a completion date of September 2004. There are 35 classes serving our students' educational needs. The school has an administrative wing of offices, a multipurpose room, kitchen, adaptive physical education room, a sensory room, and a therapeutic swimming pool.

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	503 CR: Fountain knob loose, carpet stains. 801 SDC Preschool: Carpet stains, ceiling tile loose in storage of needs adjusting. Conference Room: Carpet stains Custodial Room: Floor tile stains, chip paint on corner wall. Kinder Work Room: Paint peeling around vent ceiling. Kitchen: Tile stains. Lounge: Carpet stains, holes in wall from TV mount. Lounge: Carpet stains. Office: Stains on walls. Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	705 A Storage: Cobwebs, side storage missing light cover and very dirty. Bldg. 200 Electrical Room: Cobwebs. Bldg. 200 Storage: Wood cabinets dirty Multi-purpose: vents dirty, dirty and cobwebs under stage, storage room, missing lighth cover, ceiling tile missing above door, hole in ceiling tile.
Electrical: Electrical	Fair	403 CR: 1 lamp out, door closes to fast, households under sink, Drinking fountain dirty. 406 CR: Faucet handle loose 503 CR: Fountain knob loose, carpet stains. 505 CR: Household, electrical outlet (multiple), hook to another, spray paint under sink. 506

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR: Multiple outlet hook to another, carpet stains. 703 Library: Missing ceiling tile on storage room, missing electrical cover on one of the small offices. 709 CR: Carpet stains, broken outlet covers 801 SDC Preschool: Carpet stains, ceiling tile loose in storage of needs adjusting. Bldg. 500 Custodian: light fixture missing guard, dirty vent, hole in wall under sink. Bldg. 500 Office: Door not closing properly, blue coverings over lights. Multi-purpose Room: Utility room floor dirty, household under sink.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	202 Kinder CR: Fountain knob loose. 305 CR: Drinking fountain knob loose. 308 CR: Hole on wall next to paper towel, projector not mount on ceiling, door closes to fast, Drinking fountain knob loose. 501 CR: Cobwebs between wall and cabinets, door closes too fast, Drinking fountain knob loose. 502 CR: spots on ceiling by door, Drinking fountain knob loose, low pressure. 503 CR: Fountain knob loose, carpet stains. 708 CR: Drinking fountain cobwebs loose. 710/711 Restroom: Loose toilet seat. 801 SDC Preschool: Carpet stains, ceiling tile loose in storage of needs adjusting. 803 Preschool: Restroom toilet water running, teacher says that plumber needs to repair properly. Bldg. 400/500 RR: rusted door vents and broken, loose toilet seat. Parent Intervention Room: faucet loose Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
Safety: Fire Safety, Hazardous Materials	Good	505 CR: Household, electrical outlet (multiple), hook to another, spray paint under sink. 710

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR: Cleaning products under sink Admin PE Room: Block door to MPR. Psychologist Room: Air refreshener
Structural: Structural Damage, Roofs	Good	308 CR: Hole on wall next to paper towel, projector not mount on ceiling, door closes to fast, Drinking fountain knob loose. 502 CR: spots on ceiling by door, Drinking fountain knob loose, low pressure. 703 Library: Missing ceiling tile on storage room, missing electrical cover on one of the small offices. Bldg. 500 Custodian: light fixture missing guard, dirty vent, hole in wall under sink.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	306 CR: Front door closes too hard. 307 CR Computer Lab: Some blinds broken and missing. 308 CR: Hole on wall next to paper towel, projector not mount on ceiling, door closes to fast, Drinking fountain knob loose. 401 CR: Door closes to fast. 403 CR: 1 lamp out, door closes to fast, households under sink, Drinking fountain dirty. 501 CR: Cobwebs between wall and cabinets, door closes too fast, Drinking fountain knob loose. 711 CR: Door closes to fast, households under sink. 802 SDC Preschool: Door entry not closed properly, carpet stains, ceiling vent stains. Bldg. 400/500 RR: rusted door vents and broken, loose toilet seat. Bldg. 500 Custodian: light fixture missing guard, dirty vent, hole in wall under sink. Bldg. 500 Speech Room: Door close to fast. Playground: yellow car missing bolts steering wheel, small crack on play toy stairs, black top cracks. Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
Overall Rating	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

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	57	51	65	64	50	50
Math	39	34	51	51	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	10.7	23.2	5.4

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	218	214	98.17	51.40
Male	132	130	98.48	45.38
Female	86	84	97.67	60.71
Black or African American	13	12	92.31	41.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100.00	61.11
Hispanic or Latino	160	157	98.13	50.96
White	19	19	100.00	52.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	143	140	97.90	40.00
English Learners	81	79	97.53	37.97
Students with Disabilities	58	56	96.55	21.43
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	218	216	99.08	33.95
Male	132	131	99.24	33.08
Female	86	85	98.84	35.29
Black or African American	13	12	92.31	8.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100.00	44.44
Hispanic or Latino	160	159	99.38	31.45
White	19	19	100.00	68.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	143	142	99.30	22.54
English Learners	81	81	100.00	24.69
Students with Disabilities	58	56	96.55	16.36
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)

Contact Person: Principal Janette Ridgels Phone Number: 619-656-2082

Research shows a high correlation between parent involvement and effective schools. Greg Rogers School has an active Parent-Teacher Association (PTA), which sponsors many projects for the benefit and welfare of the children.

The School Site Council plays an integral part in the programs and activities of the school by providing direction to staff on most site decisions and on the School Site Plan. All students are encouraged to contribute to their community and their school, thus our Student Council participates in fundraising activities such as Jumprope For Heart, food drives and toy collections.

During the school year, a series of workshops are offered to parents through training opportunities and through English Language Advisory Committee meetings that included sessions on Social Emotional Learning, Positive Behaviors and Supports, and state and local measures testing information. To address the Wellness Policy the school holds Special Olympics on a yearly basis. Parents, students, and community volunteers participate in activities geared towards a healthy, active lifestyle for all.

Spanish translation is available.

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

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, bullying prevention week, restorative practices, Peace Patrol, School Safety Patrol, and Positive Behavior Interventions and Supports. We practice procedures for each location on campus to ensure a safe campus for all. We have also tightened up our dismissal procedure this year to ensure that all gates are locked 10 minutes after the bell rings to better secure the campus at the end of the day. Our school safety committee regularly updates and refines our safety procedures. The Safety Plan was approved in October 2019 by our Site Council.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.6	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.7
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	1.0
Other	2.5

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	2	2		15	4			16	3	1	
1	24		2		23		2		20	1	1	
2	21	1	1		21	1	2		21	1	1	
3	15	1	2		21	1	2		19	1	2	
4	23		2		29		1		16	2	1	
5	25	1	2		23	1	2		20	2	2	
6	19	2	2		22	2	2		20	2	2	
Other**	13	4			13	2						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

Staff members at Greg Rogers understand the importance of quality instruction. Grade level collaboration meetings and professional development assist teachers in coordinating instructional strategies to maximize effectiveness. Professional Development is also obtained through Professional Learning Cycles where teachers go through a cycle of training, safe practice, peer observation, and revision. At Rogers, we are implementing, Wilda Storm writing strategies across all grade levels. This is a solid research-based program providing many common core instructional strategies. Wilda in conjunction with district-adopted curriculum provides balanced literacy and increases overall school performance for all students. Based on the analysis of our data, our Instructional Leadership Team determined that our focus for professional development would be on Visible Learning including teacher clarity in Math, and Collaborative Conversations. We are also continuing our learning this year around Social Emotional Learning. Professional development is provided in many ways including during teacher collaboration, staff development days/times, and sometimes off-site. Implementation of professional development is supported by in-class coaching, peer observations within the professional learning cycle, and walkthroughs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$19,580.98	\$11,483.23	\$8,097.75	\$72,276.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-6.8
School Site/ State	-35.1	-11.3

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.

Types of Services Funded

This year we have utilized LCAP and Title 1 funds to support quality first instruction through the implementation of WILDA Strom, Write Up a Storm support, Designated English Language Development, High Impact Language Strategies including Collaborative Conversations, Guided Language Acquisition Design (GLAD) strategies, and Math Discourse routines. After school tutoring has been provided in the area of mathematics, language arts, and English language development. We also participate in the inter-district soccer, football, and basketball league to provide our students with additional activities after hours. In addition, we have provided our Gifted and Talented students with after-school Science, Technology, Engineering, Art and Math (STEAM) enrichment and Spanish.

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.