



Endeavour Middle School

43755 45th Street West • Lancaster, CA, 93536 • 661-943-8270 • Grades 6-8

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

Lancaster School District

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School Description

The mission of the Lancaster School District, a group of dedicated and caring professionals, is, with the support of the community, to develop academic and personal excellence in all students through a rigorous curriculum infused with high expectations within a safe and secure environment fostering socially responsible citizens who enrich our diverse community.

The Lancaster School District has adopted a strategic plan, founded on 10 core beliefs, that articulates our commitment to providing a quality education for all children. The following strategies define our objectives in four key areas that we believe are critical components to excellence in education:

Strategy 1: Academic Rigor – We will assure effective implementation of the standards-based curriculum throughout our district and use assessment data and collaboration to drive research-based instructional practices to ensure academic growth, proficiency, and the narrowing of the achievement gap.

Strategy 2: Safe Environment – We will provide a safe and secure environment within structurally sound and aesthetically pleasing facilities.

Strategy 3: Community Partnership – We work to ensure every student makes progress in achieving our mission and objectives through a collaboration of neighborhood schools, families, staff, city and our business community.

Strategy 4: Personal Excellence and Social Responsibility – We will promote social responsibility by developing cultural competence and personal integrity, specifically teaching, modeling and assessing throughout the learning environment in partnership with students, families, staff, and community.

School Vision Statement: Our school motto. Striving for Excellence Through Personal Responsibility, is a vision that is shared by members of the school community. It plays an integral role in the entire school program. Using a standards based system for learning and behavior in partnership with parents and community, students are encouraged to pursue excellence in education and social development.

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 6 | 190 |
| Grade 7 | 262 |
| Grade 8 | 300 |
| Total Enrollment | 752 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 27.1 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.2 |
| Filipino | 2.9 |
| Hispanic or Latino | 44.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 19.8 |
| Socioeconomically Disadvantaged | 77.1 |
| English Learners | 10.4 |
| Students with Disabilities | 18.1 |
| Foster Youth | 1.9 |

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 | | | |
|----------------------------------------------------|-------|-------|-------|
| Endeavour Middle School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 38 | 37 | 33 |
| Without Full Credential | 0 | 1 | 6 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Lancaster School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ◆ | ◆ | 572 |
| Without Full Credential | ◆ | ◆ | 46 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--------------------------------------------------------------------|-------|-------|-------|
| Endeavour Middle 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)

All textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All books are in fair to good condition.

| Textbooks and Instructional Materials Year and month in which data were collected: March, 2017 | |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 6-8 McGraw Hill Study Sync / 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | McGraw Hill California Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Glencoe Science Focus On / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | McDougal Littell California Middle School Social Studies / 2006 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)

General
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the Los Angeles County Office of Education. The results of this survey are available at the school office or at the district office.

School Buildings
Endeavour Middle School was established on a temporary site in 2004 and moved into our newly completed facilities in December 2007. Our main building houses the front, health, and principals' offices, library, cafeteria, multipurpose room, and staff lounge. We have 43 classrooms—9 are permanent and 34 are re-locatable. In addition, we have 2 computer labs.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

Deferred Maintenance Budget
Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2018-19 school year, the district has budgeted \$819,500 for deferred maintenance projects.

Deferred Maintenance Project
We have completed the construction of a new sports field. A new gymnasium, including locker rooms, a band room, and an activity room is under way. We expect to complete the project soon.

| 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 | Good | |
| 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 | 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 | 34.0 | 29.0 | 30.0 | 32.0 | 48.0 | 50.0 |
| Math | 17.0 | 14.0 | 17.0 | 17.0 | 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 |
| 7 | 20.6 | 20.2 | 20.2 |

* 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 | 726 | 716 | 98.62 | 29.19 |
| Male | 369 | 363 | 98.37 | 25.07 |
| Female | 357 | 353 | 98.88 | 33.43 |
| Black or African American | 196 | 191 | 97.45 | 13.61 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 20 | 20 | 100.00 | 60.00 |
| Hispanic or Latino | 325 | 323 | 99.38 | 29.41 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 143 | 140 | 97.90 | 43.57 |
| Two or More Races | 28 | 28 | 100.00 | 28.57 |
| Socioeconomically Disadvantaged | 558 | 548 | 98.21 | 23.18 |
| English Learners | 104 | 103 | 99.04 | 15.53 |
| Students with Disabilities | 104 | 104 | 100.00 | 2.88 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | 17 | 17 | 100.00 | 0.00 |

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 | 727 | 718 | 98.76 | 13.93 |
| Male | 369 | 364 | 98.64 | 15.38 |
| Female | 358 | 354 | 98.88 | 12.43 |
| Black or African American | 196 | 191 | 97.45 | 5.24 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 20 | 20 | 100 | 40 |
| Hispanic or Latino | 326 | 324 | 99.39 | 11.42 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 143 | 141 | 98.6 | 25.53 |
| Two or More Races | 28 | 28 | 100 | 14.29 |
| Socioeconomically Disadvantaged | 559 | 550 | 98.39 | 8.55 |
| English Learners | 104 | 104 | 100 | 3.85 |
| Students with Disabilities | 105 | 105 | 100 | 0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | 18 | 18 | 100 | 0 |

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)

Endeavour Middle School believes strong partnerships with families, communities, and school staff students experience the greatest success. We encourage communication from electronic to face to face. We value involvement at school and invite participation including the following ongoing opportunities:

- Booster Club
- School Site Council
- Coffee with the Counselor
- English Learner Advisory Committee
- Family Nights
- Volunteer opportunities

There are numerous other ways to get involved in your child's education. For further information, contact the principal, Cheri Newlander, at 661-943-8270.

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

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

- Child abuse reporting procedures
- Disaster procedures
- Teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime
- Emergency response procedures
- Bullying prevention, programs, and reporting procedures
- Suicide prevention policy and programs

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 11.2 | 11.6 | 10.2 |
| Expulsions Rate | 0.2 | 0.6 | 0.1 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 8.2 | 8.1 | 6.1 |
| Expulsions Rate | 0.2 | 0.3 | 0.2 |
| 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 | 0 |
| Counselor (Social/Behavioral or Career Development) | .90 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .75 |
| Psychologist | 1.27 |
| Social Worker | 0 |
| Nurse | .42 |
| Speech/Language/Hearing Specialist | 1.27 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | N/A |

* 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 | 17.0 | 15.0 | 19.0 | 39 | 38 | 28 | 9 | 9 | 11 | 1 | 1 | 3 |
| Mathematics | 20.0 | 22.0 | 22.0 | 27 | 16 | 20 | 19 | 21 | 17 | 1 | 1 | 5 |
| Science | 24.0 | 24.0 | 26.0 | 8 | 6 | 8 | 12 | 13 | 5 | 3 | 3 | 8 |
| Social Science | 24.0 | 25.0 | 23.0 | 9 | 5 | 12 | 13 | 11 | 9 | 1 | 5 | 3 |

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

Professional Development provided for Teachers

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, Data Analysis, Leadership Training, Writing Instruction, Coaching, Direct Instruction, Conceptual Development, Building Academic Vocabulary, Culturally Responsive Teaching and Learning (including Capturing Kids Hearts), Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include in-services during and after the work day as well as through site and district in-class and on-site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The school year calendar allows for 38 minimum days in which 17 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

| FY 2016-17 Teacher and Administrative Salaries | | |
|------------------------------------------------|-----------------|----------------------------------------------|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$47,514 | \$50,084 |
| Mid-Range Teacher Salary | \$76,940 | \$80,256 |
| Highest Teacher Salary | \$101,953 | \$100,154 |
| Average Principal Salary (ES) | \$129,889 | \$125,899 |
| Average Principal Salary (MS) | \$126,801 | \$130,255 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$203,664 | \$222,447 |
| Percent of District Budget | | |
| Teacher Salaries | 35.0 | 37.0 |
| Administrative Salaries | 5.0 | 5.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--------------------------------------------------------------------|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$7,165 | \$1,993 | \$5,172 | \$83,714 |
| District | ◆ | ◆ | \$5,197 | \$79,560 |
| State | ◆ | ◆ | \$7,125 | \$80,910 |
| Percent Difference: School Site/District | | | -0.5 | 5.1 |
| Percent Difference: School Site/ State | | | -31.8 | 3.4 |

* 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.

Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas and details the actions associated with meeting the specific needs of English Learners, foster and homeless youth, and low-income students. Before and after school tutoring for at risk and EL students is available through Title I funding.

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.