

# Rocklin Independent Charter Academy

3250 Victory Drive • Rocklin, CA 95765 • 916.632.3195 • Grades K-12

Skott Hutton, Principal  
kshutton@rocklinusd.org  
<http://rica.rocklinusd.org>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Rocklin Unified School District

2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
[www.rocklinusd.org](http://www.rocklinusd.org)

#### District Governing Board

Todd Lowell  
Camille Maben  
Wendy Lang  
Susan Halldin  
Eric Stevens

#### District Administration

Roger Stock  
**Superintendent**  
Kathleen Pon, Ed. D.  
**Deputy Superintendent,  
Educational Services**

### SCHOOL DESCRIPTION:

Rocklin Independent Charter Academy is a Western Association of Schools and Colleges/WASC accredited school which offers California State Standards Based Curriculum for students in grades K-12 culminating with a high school diploma. The RICA curriculum and instruction is tailored to meet the individual needs of its students providing choice, variety and flexibility. A variety of curriculum delivery options designed for charter school students is available. RICA is a blended school model with the support of intervention, direct instruction, technology, electives, and college preparation coursework. Our schools are located on two of the Rocklin Unified School District campuses in the City of Rocklin. Student assessment and performance is instructed and supervised by fully credentialed teachers.

The School's founders believe that a well-educated person in the 21st century possesses the knowledge and skills to succeed as effective citizens, workers, and leaders. They should be able to see connections so as to be able to make sense of the world and act within it in creative ways to purposely communicate, problem solve and disseminate information.

RICA serves students in grades K-12 who reside in Placer, Nevada, El Dorado, Sacramento, Sutter, or Yuba Counties.

### MISSION STATEMENT:

The mission of Rocklin Independent Charter Academy, a unique, innovative, and collaborative K-12 educational community, is to ensure our students become academically, socially, and emotionally balanced, discover their passion for lifelong learning, and thrive individually.

Rocklin Independent Charter Academy is distinguished by the following:

- academic rigor with flexible pathways for college and career readiness
- highly qualified staff dedicated to identifying and addressing individual student needs
- friendly, safe, small classroom environments
- recognition and celebration of our students' unique potential

### VISION STATEMENT:

Rocklin Independent Charter Academy will build a community of active learners in grades K-12 by providing pathways for students to succeed in higher education, enter the workforce, and be a valued community member. Rocklin Independent Charter Academy will enable students to become competent, self-motivated, lifelong learners by providing a student centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the School.

### ESLR's: Expected School-Wide Learning Results

We believe that all students graduating from Rocklin Independent Charter Academy will be prepared to meet the demands of today's society by demonstrating mastery of the Expected School-wide Learning Result's (ESLR's). Rocklin Independent Charter Academy will prepare students to become:

Self-Directed Life- Long Learners who:

- Set and achieve goals.
- Self-evaluate and revise in the process of achieving goals.
- Demonstrate self-respect by developing a strong work ethic towards personal & academic goals.

Critically Thinking Problem Solvers who:

- Develop problem-solving strategies.
- Distinguish fact from opinion.
- Connect ideas across subject matters to accomplish meaningful tasks.
- Collect and interpret information for meaningful writing assignments.

Academic Achievers who:

- Exhibit proficiency in Reading, Writing, and Math.
- Demonstrate the ability to read, write, and listen reflectively and critically.
- Write and speak with confidence and clarity to a diverse audience.

Technologically Literate who:

- Proficiently use computers and commonly used production software.
- Explain the application of technology in different disciplines.

Valued Community Members who:

- Understand the role and responsibilities of a citizen.
- Demonstrate knowledge of human diversity and understand the importance of individual differences.
- Exhibit respect towards peers, adults, and the community.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	3
Grade 3	2
Grade 4	1
Grade 5	2
Grade 6	2
Grade 7	4
Grade 8	9
Grade 9	10
Grade 10	28
Grade 11	31
Grade 12	40
<b>Total Enrollment</b>	<b>137</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.2
Asian	3.6
Filipino	1.5
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0
White	72.3
Two or More Races	4.4
Socioeconomically Disadvantaged	20.4
English Learners	0.7
Students with Disabilities	14.6
Foster Youth	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			
Rocklin Independent Charter Academy	15-16	16-17	17-18
With Full Credential	14	16	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin Independent Charter	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: 6-1-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Rocklin Independent School now occupies the Rocklin Alternative Education Center campus on Victory Drive. This beautiful facility opened in January 2000. Students and staff take pride in the appearance of our school, and our lead custodian sees to it that our campus is always clean and safe. The district maintenance and grounds crew also pay regular visits and make inspections at our campus. A campus monitor helps supervise the buildings and grounds from 9:45 a.m. to 1:30 p.m. each day. Students are allowed on campus after 8:30 a.m. and all depart by 4:00 p.m. All visitors to the campus are required to sign-in in the administrative office.

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 State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites 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.

In the 2012-13 school year, Rocklin Independent School was converted to Rocklin Independent Charter Academy to provide more options for our students. RICA students in grades K-6 are housed at Cobblestone Elementary School effective the 2014-15 school year.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Replace water stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	55	67	71	70	48	48
Math	15	24	61	62	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	71	63	88.7	60.3
Male	33	26	78.8	61.5
Female	38	37	97.4	59.5
White	49	42	85.7	64.3
Socioeconomically Disadvantaged	25	22	88.0	45.5

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

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	50	60	83	82	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

**School Year 2016-17 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	82	76	92.68	67.11
Male	34	31	91.18	67.74
Female	48	45	93.75	66.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.67	54.55
White	50	47	94	72.34
Two or More Races	11	9	81.82	44.44
Socioeconomically Disadvantaged	20	17	85	52.94
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17 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	78	72	92.31	23.61
Male	30	27	90	33.33
Female	48	45	93.75	17.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	10	90.91	0
White	49	46	93.88	30.43
Two or More Races	11	9	81.82	11.11
Socioeconomically Disadvantaged	20	17	85	17.65
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is available through our School Site Council which meets regularly to provide continued improvement and local governing. At the secondary level Rocklin Independent Charter Academy meets with every parent twice prior to enrollment through an intake appointment and a meeting with the teacher which occurs throughout the year. In our K-6 program, teachers meet individually with parents monthly, provide workshops for parents as teachers, and opportunities for parents to participate in class and at off site activities. For more information please contact the main office at (916) 632-3195.

### 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

All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation.

Date of Last Review/Update: Updated each February of the school year based on feedback from District, Staff discussions and SRO. The Safety Plan (Specifically the rules/procedures on school discipline, disaster protocol, and harassment are reviewed with the staff each August prior to the start of the school year (with 3 emergency drills scheduled before the end of October and fire drills scheduled every other month throughout the year). Documentation is collected following each drill and reviewed by administration where changes are made based on feedback. Last Year's Safety plan was approved by Site Council on February 15, 2017 after a presentation was conducted of the plan by Assistant Principal Skott Hutton.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate		0.36	0.37
Expulsions Rate		0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.49	2.2
Expulsions Rate	0.08	0.06	0.07
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	.4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0

**Average Number of Students per Staff Member**

Academic Counselor	145
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\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	8	4		1	1							
1		3			1							
2		6			1							
3		3			1							
4		6	5		1	1						
5		5			1							
6		6	6		1	1						
Other			6			1						

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	10	9	7	10	10	24	1	3	1			
Mathematics	4	6	5	15	12	14		1	1			
Science	2	10	4	7	4	19		1	1			
Social Science	6	11	7	26	5	25		2	2			

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

**Professional Development provided for Teachers**

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,599	\$48,522
Mid-Range Teacher Salary	\$68,191	\$75,065
Highest Teacher Salary	\$92,299	\$94,688
Average Principal Salary (ES)	\$124,400	\$119,876
Average Principal Salary (MS)	\$120,002	\$126,749
Average Principal Salary (HS)	\$136,515	\$135,830
Superintendent Salary	\$228,718	\$232,390
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	5%	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

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rocklin Independent Charter Academy	2013-14	2014-15	2015-16
Dropout Rate	10.5	11.9	12.5
Graduation Rate	81.58	79.66	87.5
Rocklin Unified School District	2013-14	2014-15	2015-16
Dropout Rate	2.1	3.1	2.9
Graduation Rate	94.98	94.4	95.84
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	78.26
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	4.55

\* Where there are student course enrollments.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8398	291	8106	46234
District	♦	♦	6893	\$74,097
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			17.6	-35.0
Percent Difference: School Site/ State			42.8	-37.7

\* Cells with ♦ do not require data.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.78	97.1	87.11
Black or African American	0	94.74	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	97.1	94.42
Filipino	0	95.74	93.76
Hispanic or Latino	80	95.8	84.58
Native Hawaiian/Pacific Islander	0	75	86.57
White	100	97.47	90.99
Two or More Races	66.67	100	90.59
Socioeconomically Disadvantaged	50	78.49	63.9
English Learners	0	72.73	55.44
Students with Disabilities	80	96	85.45
Foster Youth	0	50	68.19

### **Career Technical Education Programs**

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Rocklin Independent School provides programs in:

Business Communications	Animal Veterinary Careers	Law Enforcement	Baking & Pastry Careers
Auto Technology	Work Experience Cosmetology	Health and Medical Careers	Culinary Arts
Child Dev & Education	Construction Technologies	Automotive Services	Computer Studies
Engineering for Manufacturing	Dental Careers	Fire Science	Graphic Arts

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.