Rocklin Independent Charter Academy

3250 Victory Drive • Rocklin, CA 95765 • 916.632.3195 • Grades K-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Rocklin Unified School District
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Dereck Counter
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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 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
Kindergarten	4
Grade 1	3
Grade 2	2
Grade 3	2
Grade 5	2
Grade 6	4
Grade 7	4
Grade 8	10
Grade 9	8
Grade 10	25
Grade 11	36
Grade 12	51
Total Enrollment	151

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	2.0
Asian	4.6
Filipino	0.7
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.0
White	64.9
Socioeconomically Disadvantaged	29.8
English Learners	0.7
Students with Disabilities	9.9
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Rocklin Independent Charter Academy	16-17	17-18	18-19
With Full Credential	16	18	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	590
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin Independent Charter	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)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2018	
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, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace water stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	67.0	55.0	70.0	71.0	48.0	50.0
Math	24.0	22.0	62.0	63.0	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
5	**	**	**
7	**	**	**
9	25.0	25.0	25.0

*   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	67	60	89.55	55.00
Male	24	22	91.67	54.55
Female	43	38	88.37	55.26
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	12	92.31	58.33
White	39	33	84.62	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	17	89.47	41.18
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	67	59	88.06	22.03
Male	24	22	91.67	36.36
Female	43	37	86.05	13.51
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	12	92.31	16.67
White	39	33	84.62	21.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	17	89.47	5.88
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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)
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 in February, 2018 after a presentation was conducted of the plan by Principal Skott Hutton.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.4	0.4	1.3
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.5	2.2	3.3
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.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	.1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	128

* 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)												
	Average Class Size			**Number of Classrooms***								
Grade				**1-20**			**21-32**			**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**
K		5	7		1	1						
3			4			1						
4	5			1								
5		3	2		1	1						
6	6	2	4	1	1	1						
Other	6	5		1	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)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**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	7.0	12.0	13.0	24	11	11	1	3	1			2
Mathematics	5.0	4.0	12.0	14	8	6	1		2			
Science	4.0	11.0	9.0	19	7	9	1	1	1			
Social Science	7.0	11.0	11.0	25	15	16	2	3	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 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.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years:

2016/17 - 3
2017/18 - 3
2018/19 - 3

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,371	$49,512
Mid-Range Teacher Salary	$69,555	$77,880
Highest Teacher Salary	$94,145	$96,387
Average Principal Salary (ES)	$126,065	$123,139
Average Principal Salary (MS)	$125,855	$129,919
Average Principal Salary (HS)	$128,974	$140,111
Superintendent Salary	$236,103	$238,324
Percent of District Budget		
Teacher Salaries	42.0	36.0
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	9176	369	8807	47135
District	◆	◆	6986	$75,254
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			23.1	-44.5
Percent Difference: School Site/ State			29.0	-49.1

* 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

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	2014-15	2015-16	2016-17
Dropout Rate	11.9	12.5	12.0
Graduation Rate	79.7	87.5	82.0
Rocklin Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	3.1	2.9	2.5
Graduation Rate	94.4	95.8	94.8
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	78.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses

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

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	**District**	**State**
All Students	100.0	96.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	50.0	72.7	82.8
Asian	100.0	96.2	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	75.0	93.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	96.5	92.1
Two or More Races	0.0	96.0	91.2
Socioeconomically Disadvantaged	100.0	95.6	88.6
English Learners	0.0	81.8	56.7
Students with Disabilities	80.0	74.8	67.1
Foster Youth	0.0	80.0	74.1

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   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 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.