



# Cole Canyon Elementary School

23750 Via Alisol • Murrieta, CA 92562 • (951) 696-1421 • Grades K-5

Kim Ciabattini, Principal

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



### Murrieta Valley Unified School District

41870 McAlby Ct.  
Murrieta, CA 92562  
(951) 696-1600  
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#### District Governing Board

Ken Dickson  
Robin Crist  
Paul Diffley  
Linda Lunn  
Kris Thomasian

#### District Administration

Patrick Kelley  
Superintendent

Pam Wilson

Stacey Coleman

Darren Daniel

Bill Olien

### School Description

Cole Canyon Elementary School serves students in transitional kindergarten through grade five. Cole Canyon Elementary School is a partnership providing all students with access to an excellent educational program in order to achieve academic success. We provide a safe, secure atmosphere of mutual respect and trust. Staff, parents, and students work together to build academic achievement and character .

Striving towards excellence is an ongoing process at Cole Canyon Elementary School. To this end, we use standards-based curriculum and assessments to provide a strong base for our instructional program. Our campus provides a unique educational experience through the use of an inquiry based model of instruction. The inquiry-based model starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. Inquirers will identify and research issues and questions to develop their knowledge and find solutions to issues or problems posed.

Additional programs and activities: Our students have the opportunity to participate in the choir program (Grades 3-5), the band program (Grade 5), our award winning Odyssey of the Mind Club (Grades 4-5), as well as our overnight Outdoor Science Camp (Camp High Trails), which offers a science based learning experience for our fifth grade students. We offer these programs to promote a well-rounded education, and to promote a strong character component throughout our campus.

### Our mission is

Through authentic academic experiences, Cole Canyon engages and inspires students to become life-long learners who inquire and take action with a global perspective. We promote a community of respect and empathy to help our students grow into open-minded, caring citizens.

### Highlights & Achievements:

- Our school took part in the third year of the California Assessment of Student Performance and Progress (CASSPP) assessments. 70% of students in grades 3 – 5 met or exceeded standards in English Language arts, and 64% of students in grades 3 – 5 met or exceeded standards in Math.
- We were honored to be named a California Distinguished School in May 2006 and May 2010.

## 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	165
Grade 1	178
Grade 2	179
Grade 3	164
Grade 4	198
Grade 5	210
<b>Total Enrollment</b>	<b>1,094</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.4
Asian	3.7
Filipino	1.4
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	0.6
White	58.4
Two or More Races	5.1
Socioeconomically Disadvantaged	17.9
English Learners	8.6
Students with Disabilities	11.3
Foster Youth	0.1

## 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			
Cole Canyon Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	45	46	45
<b>Without Full Credential</b>	0	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Murrieta Valley Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cole Canyon Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

\* "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)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 (Houghton Mifflin) Grades 4-5 Adopted in 2006 READ 180 Universal (Houghton Mifflin) Grades 4-5 Adopted in 2016 System 44 (Houghton Mifflin) Grades 3-5 Adopted in 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014 Math 180 (Houghton Mifflin) Grade 5 Adopted in 2013 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	California Science (Macmillan) Grades K-5 Adopted in 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

Cole Canyon Elementary School opened in August of 2000 as the seventh elementary school in the Murrieta Valley Unified School District. The school has 48 classrooms, a multipurpose room with a kitchen, three computer labs, library, an outdoor eating area, an amphitheater, administrative offices, a health office, teacher workrooms, and two play areas—one for kindergarten students and one designated for students in grades one through five. Childcare facilities for students in grades kindergarten through five are located on campus in a separate room.

At certain times during the school year the school may be at or near capacity. When that occurs, new students may be assigned to an overflow school in the district where classroom space exists.

The district's Facilities and Operational Services Department provides upkeep, maintenance, and cleaning of district schools. Schools and restrooms are cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. Any graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and maintains landscaping on a regular weekly schedule.

Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 20, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces	X			No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
<b>Electrical:</b> Electrical	X			No apparent problems.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: June 20, 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X				No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X				No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
<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

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
<b>Science</b>	70	67	71	66	56	54

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.

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
<b>ELA</b>	72	70	61	61	48	48
<b>Math</b>	61	63	46	46	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	13.2	27	47.1

\* 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	226	218	96.5	67.4
Male	121	117	96.7	63.3
Female	105	101	96.2	72.3
Hispanic or Latino	59	58	98.3	53.5
White	138	133	96.4	69.2
Two or More Races	11	10	90.9	90.0
Socioeconomically Disadvantaged	37	36	97.3	50.0
English Learners	11	11	100.0	54.6
Students with Disabilities	30	28	93.3	42.9

\* 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.

**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	581	575	98.97	69.74
Male	306	302	98.69	70.86
Female	275	273	99.27	68.5
Black or African American	16	16	100	68.75
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	81.48
Filipino	--	--	--	--
Hispanic or Latino	160	158	98.75	59.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	339	336	99.12	74.11
Two or More Races	25	25	100	60
Socioeconomically Disadvantaged	100	97	97	49.48
English Learners	52	51	98.08	41.18
Students with Disabilities	92	89	96.74	25.84
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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	581	575	98.97	63.3
Male	306	302	98.69	68.54
Female	275	273	99.27	57.51
Black or African American	16	16	100	50
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	92.59
Filipino	--	--	--	--
Hispanic or Latino	160	158	98.75	52.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	339	336	99.12	66.37
Two or More Races	25	25	100	60
Socioeconomically Disadvantaged	100	97	97	44.33
English Learners	52	51	98.08	45.1
Students with Disabilities	92	89	96.74	20.22
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 schoolsite.

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

Our Parent Involvement Policy emphasizes parent participation as volunteers in classrooms and in various special events. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November.

Parent and community involvement are encouraged through our Parent Teacher Club (PTC) and School Site Council (SSC). The PTC is actively involved in Red Ribbon Week, school-wide assemblies, book fairs, and activities to enhance school and community spirit, as well as reward and incentive programs. The SSC, comprised of three parents and four staff members, works toward purchasing additional support curriculum materials. Each grade level takes at least one field trip per year and parents are encouraged to chaperone the trips. Field trips are funded by our Parent Teacher Club. Each grade level has a special in-school event such as Colonial Day or Gold Rush Day, and parents are strongly recruited to participate and run hands-on learning centers. Please contact our principal to find out how you can volunteer.

#### 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 is a high priority at our school. Administrators, classified staff, and teachers monitor the campus, supervise the students, and ensure a safe learning environment. Cole Canyon Elementary is a closed campus that is fully fenced. Visitors and volunteers must report to the office for permission to enter campus. Our school utilizes a visitor management system ~ Raptor. All visitors are required to check in through the front office with their Driver's License. School resource officers are available to respond to the school in the event assistance is needed. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. Video surveillance throughout our campus is a deterrent for significant issues.

The district holds quarterly safety meetings and our School Site Council works on our Safety Plan throughout the year. The plan is presented to all staff and parents and there are numerous student assemblies that address safety issues. We adopted a Comprehensive School Safety Plan that we regularly review; our last review was in November 2017. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also assist administrators with discipline issues and help in the investigation of any crimes that may occur on campus either during the school day or after school hours, making our school safer and more secure.

Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, the school has an Emergency and Disaster Preparedness Plan that aligns with the NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability following a disaster.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.4	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.0
Nurse	.25
Speech/Language/Hearing Specialist	2.0
Resource Specialist	2.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	32	29	25		1	1	4	3	6	1	2	
1	23	23	27	1	1		5	5	6			
2	28	24	25				6	7	6			
3	26	25	26				7	7	7			
4	32	31	28			1	6	6	6			
5	29	30	28	1	1	1	6	7	6	1		
Other	18			1			1					

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

**Professional Development provided for Teachers**

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the state standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2017-18 school year, staff development continued to emphasize the transition to inquiry based learning units. The district provided staff development for the implementation of the new Language Arts curriculum during the 2017-18 school year as well.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6190	900	5290	87487
District	♦	♦	6761	\$85,412
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-21.8	6.3
Percent Difference: School Site/ State			-6.8	15.4

\* Cells with ♦ do not require data.



**Types of Services Funded**

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, school counselor and psychologist are also available to assist students.

The district provides an elementary Counselor to teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

**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.