Magee Academy of Arts and Sciences

8200 Serapis Avenue • Pico Rivera, CA 90660 • (562) 801-5000 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

El Rancho Unified School District
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"Magee Brings Out the Best in Me!"

Mission Statement:
Magee Academy of Arts and Sciences is preparing all of our students for their future to be productive members of our society by developing every individual's desire to learn and achieve.

Vision Statement:
Magee Academy of Arts and Sciences is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students and our entire school community shares the belief that all children can and will learn. Magee provides students opportunities for enrichment, intervention, and remediation as necessary.

Magee Academy of Arts and Sciences utilizes research-based teaching and learning practices in reading, mathematics, science, technology and the arts. Students make interdisciplinary connections, engage in project-based learning, and work collaboratively as they develop and refine new skills. Instruction in core academic areas, as well as enriching learning opportunities in the arts and science, allow for extended learning and participation in live performances, with public showcases of student work. Magee provides students with challenging learning activities that develop their ability to demonstrate creativity, communicate effectively, collaborate with others, engage in critical thinking and assume leadership roles. Social justice and community development are integral themes throughout the grade levels, as we nurture and guide our students to be thoughtful and caring citizens.

We are committed to the following goals:
* To teach all students not only how to read, but also to enjoy reading.
* To make sure that all students gain an understanding of mathematical concepts and the role that math plays in all areas of life.
* To appreciate history and the unique role it plays in informing today's decisions.
* To develop an interest in and an understanding of science.
* To write fluently for a variety of purposes.
* To use technology as a tool to enhance all areas of the curriculum.
* To develop learners whose curiosity about the world around them leads them to a fulfilling life.

We are guided in our strive to students' academic excellence because:
* We believe collaboration and continuous dialogue promotes high achievement and academic success for all.
* We believe that each child has a unique pathway to learning. We begin where they are and facilitate their academic progress toward reaching their fullest potential.
* We believe open communication between staff, students and parents fosters connections critical to the success of all students.
* We believe modeling, teaching, and applying the six character traits of CHARACTER COUNTS! (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) develops well-rounded, contributing citizens for the future.
* We believe a positive school culture and climate embraces the joy of learning.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	77
Grade 1	62
Grade 2	86
Grade 3	67
Grade 4	81
Grade 5	69
Total Enrollment	442

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.2
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.9
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0
White	1.8
Two or More Races	0
Socioeconomically Disadvantaged	81
English Learners	31.9
Students with Disabilities	9.7
Foster Youth	2.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Magee Academy of Arts and Sciences	**14-15**	**15-16**	**16-17**
With Full Credential	20	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	356
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Magee Academy of Arts and	**14-15**	**15-16**	**16-17**
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	California Mathematics, MacMillan/McGraw-Hill 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science, MacMillan/McGraw-Hill (K-5) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science for California, Scott Foresman (K-5) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Avenues, Hampton-Brown (K-5) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Magee Academy was built in 1952. We are fortunate to have a large, beautiful campus with an abundance of outdoor space. There are several small gardens located throughout the school that have been planted and are maintained by members of our faculty as well as students. In addition, there are many large, attractive trees that provide ample shade for students during outdoor activities. The grounds provide an inviting environment in which children can learn and explore.

The Magee campus includes a wonderful library and a computer lab. The library includes a circulation of several hundred books and our computer lab houses 30 computers for student use. They are staffed by a Library Media Technician and our Magee faculty members and a College Tutor offer daily assistance to our students when they are in the computer lab.

An Innovation Lab is currently under construction and is expected to be completed by the end of December 2016. This Innovation Lab will provide students a work space that is designed to optimize innovation. this unique environment encourages to students to express their creativity and share information, build new knowledge, and develop comprehensive solutions. We expect to have furniture on wheels to create a fluid work space that adapts to the needs of our students.

Magee has two custodians who share the responsibility of keeping our campus clean and safe for student learning. Together, they help to maintain the campus from morning to late night, Monday through Friday.

Through careful scheduling and ongoing communication with the Principal, our custodians and staff help to keep the campus clean and safe for students.

To ensure student safety, Magee balances its fiscal and personnel resources. Classified staff members are on duty to supervise students at 7:00 a.m. each morning. Students that have breakfast at school are allowed to enter the cafeteria at 7:00 a.m. where they are supervised by a yard duty supervisor. Certificated staff members are on duty to supervise students on the playground at 8:00 a.m. each morning.

As students enter the campus, they are expected to line up on the school grounds in a designated area based on their classroom assignment. Two certificated teachers monitor students until they are picked up by their teacher to begin the instructional day.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/17/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	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 Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	16	22	62	51	42	43	60	56	54

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

Grade Level	**2015-16 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	28.2	21.1	12.7

* 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 for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	18	32	35	40	44	48
Math	12	21	22	25	34	36

* 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	71	100.0	62.0
Male	38	38	100.0	50.0
Female	33	33	100.0	75.8
Hispanic or Latino	66	66	100.0	60.6
Socioeconomically Disadvantaged	57	57	100.0	57.9

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	69	66	95.7	33.3
	4	85	84	98.8	16.7
	5	71	71	100.0	49.3
Male	3	33	32	97.0	28.1
	4	43	43	100.0	18.6
	5	38	38	100.0	26.3
Female	3	36	34	94.4	38.2
	4	42	41	97.6	14.6
	5	33	33	100.0	75.8
Asian	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	68	65	95.6	32.3
	4	83	82	98.8	15.8
	5	66	66	100.0	48.5
White	5	--	--	--	--
Socioeconomically Disadvantaged	3	61	59	96.7	30.5
	4	69	69	100.0	20.3
	5	57	57	100.0	49.1
English Learners	3	24	21	87.5	23.8
	4	22	22	100.0	4.5
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	69	67	97.1	41.8
	4	85	84	98.8	9.5
	5	71	71	100.0	15.5
Male	3	33	32	97.0	40.6
	4	43	43	100.0	11.6
	5	38	38	100.0	15.8
Female	3	36	35	97.2	42.9
	4	42	41	97.6	7.3
	5	33	33	100.0	15.2
Asian	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	68	66	97.1	40.9
	4	83	82	98.8	8.5
	5	66	66	100.0	13.6
White	5	--	--	--	--
Socioeconomically Disadvantaged	3	61	59	96.7	44.1
	4	69	69	100.0	8.7
	5	57	57	100.0	10.5
English Learners	3	24	22	91.7	4.5
	4	22	22	100.0	
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)
Magee Academy is committed to having parents intimately involved in the educational experience of our students. Parents are strongly encouraged to become active members of our academic community. Magee offers a variety of opportunities for our parents to become involved. For example, through nightly homework assignments and reading logs, parents are given an opportunity to monitor and assist with student learning. In addition, parents are invited to meet with teachers at Back-to-School Night, Parent-Teacher Conferences, Open House, and other scheduled event, such as the School Smarts Parent Engagement Program.

As part of our commitment to ongoing home-school communication, teachers maintain continuous contact with parents via telephone, e-mail, and written correspondence. The principal also provides our parent community with a monthly digital calendar that contains important information and ideas for parents to stay informed as to what activities take place at Magee. In addition, Magee's website, me.erusd.org is continuously updated in order to keep our parent community informed as to the events that are happening at Magee Academy.

Parents are always encouraged to volunteer in either individual classrooms or for any of our schoo-lwide activities. Magee is afforded the opportunity to host a variety of educational and social events throughout the school year for students and families largely because of the significant amount of time that our parents volunteer. Our outstanding parental support through our school fundraisers has allowed Magee to sponsor many valuable school activities such as field trips, assemblies, and purchase additional student supplies.

Finally, Magee promotes the participation of parents in a variety of decision-making committees. Our Magee School Site Council (SSC) and our English Learner Advisory Council (ELAC), strive to include parent representatives in critical decisions regarding school vision, policies, and operations. Each of these parent groups meets regularly with the principal and their efforts are central to the effective operation of Magee's instructional program. We also have an active Parent-Teacher Organization (PTO) where parents are welcomed to help organize and support activities that promote school spirit and increase student engagement at school.

For more information on how to become involved at the school, please contact Principal Gisela Castanon at (562) 801-5000.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Magee's Safety Plan, referred to as the Standard Emergency Management System (SEMS), is revised at the beginning of each school year. The major focus of the plan is to ensure all children are safe while they are at school in the case of any emergency situation. Magee conducts monthly emergency drills in order to prepare our academic community for potential earthquakes, fire, floods, toxic spills, and intruders. As an added safety measure, all students that take the bus also participate in an annual School Bus Safety program. The School Safety Plan was last reviewed, updated, and discussed with faculty August 2016.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	2.9	1.9	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	3.0
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+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	22	23	15	1		3	3	3	2			
1	30	29	21			1	2	3	2			
2	31	25	29				2	3	3	1		
3	27	29	34				2	3				2
4	30	31	27				3	2	3			
5	29	31	35				3	3				2

Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential

- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning
- Digital Learning Coaches

We dedicate three full days and approximately 18 modified days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,509	$43,821
Mid-Range Teacher Salary	$65,953	$69,131
Highest Teacher Salary	$83,892	$89,259
Average Principal Salary (ES)	$104,679	$108,566
Average Principal Salary (MS)	$107,440	$115,375
Average Principal Salary (HS)	$125,784	$125,650
Superintendent Salary	$206,028	$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,701.36	$125.72	$5,575.64	$77,470.00
District	♦	♦	$3,311.94	$71,564
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District			68.3	8.3
Percent Difference: School Site/ State			-1.8	8.3

* Cells with ♦ do not require data.

Types of Services Funded
The following programs and services are available in the district to support and assist students:
- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

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.