Cache Creek High School

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

Woodland Joint Unified School District
435 Sixth Street
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District Governing Board

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Educational Services

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Assistant Superintendent
Business Services

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Senior Director
Human Resource Services

School Description

Principal's Message
Our staff, students, and parents work together to provide a positive learning environment that supports academic and social growth for all students. Teachers work diligently to provide students with a relevant curriculum that supports college and career options for all students.

Our mission: To provide a safe, supportive environment that fosters positive behavior, personal responsibility and academic growth while addressing individual student needs.

CCHS is also implementing Positive Behavior Interventions and Support (PBIS) with a school-wide focus on students being "Present, Positive, and Productive." This is the second year of PBIS implementation, with all staff members working with students to intentionally teach students our positive expectations.

Community and District Profile
Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the city is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two traditional senior high schools, a continuation high school, and an adult school, and serves approximately 10,550 students.

Cache Creek High School is a continuation high school that serves students who may not be meeting graduation requirements in the traditional high school setting. The school operates on a traditional calendar, and during the 2017-2018 school year, An average of approximately 150 students were enrolled at any one time in grades ten through twelve. Enrollment fluctuates throughout the school year and the school usually serves double the October enrollment number reported to the CDE.

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**
Grade 11	46
Grade 12	88
Total Enrollment	134

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.5
American Indian or Alaska Native	0
Asian	0.7
Filipino	0
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0
White	17.9
Two or More Races	0.7
Socioeconomically Disadvantaged	84.3
English Learners	21.6
Students with Disabilities	11.9
Foster Youth	3

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			
Cache Creek High School	**15-16**	**16-17**	**17-18**
With Full Credential	12	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	4	0	0
Woodland Joint Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Cache Creek High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	9
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)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2017, regarding textbooks in use during the 2017-2018 school year.

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	Holt, Rinehart & Winston Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Big Ideas, Houghton Mifflin Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Globe Fearon Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Pearson Prentice Hall Adopted 2006 McDougall LIttell Adopted 2006 Glencoe McGraw Hill Adopted 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cache Creek High School, originally constructed in 1926, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 9 classrooms, a cafeteria, library and office. Four of the classrooms are portable buildings. Facility information is current as of October 12, 2017.

Cleaning Process
The principal works daily with a full-time custodian to ensure that the cleaning of the school is maintained to provide for a positive, safe environment.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 1: ceiling tiles seperating, roof leaks,A/C unit not working properly West RR - Boys: 1 light out West RR - Girls: no soap
Interior: Interior Surfaces			X	Library: 4: (D) Ceiling tiles missing, damaged or loose Mens: 4: (D) Plaster or paint is damaged 8: (D) Exhaust fan is inoperable (D) Restrooms are not stocked with supplies such as toilet paper, soap, or paper towels Room 01: 4: (D) Ceiling tiles are stained 15: (D) Loose or sticky door locks and latches Room 02: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 15: (D) Door sticking Room 04: 4: (D) Ceiling tiles are stained Room 05: 4: (D) Ceiling tiles missing, damaged or loose (D) Wall tiles are missing, damaged, or loose (D) Plaster or paint is damaged (D) Floor tiles are missing damaged, or loose 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Room 06: 4: (D) Ceiling tiles missing, damaged or loose (D) Plaster or paint is damaged baseboards 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Room 07: 4: (D) Ceiling tiles missing, damaged or loose (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing Room 08: 4: (D) Ceiling tiles missing, damaged or loose 12: Ramp is damaged Room 11: 4: (D) Carpeting damaged or stained Piece of rubber base missing Cabinet door off 7: (D) lighting fixture or bulbs are not working or missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Field: fountain ADA non-compliant, grass overgrown, trip hazards, indictation of gophers Room 4: Ceiling tiles seperating,1 light out

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical			X	Administration: 7: (D) Improper usage of extension cords or extension cord trip hazard Room 05: 4: (D) Ceiling tiles missing, damaged or loose (D) Wall tiles are missing, damaged, or loose (D) Plaster or paint is damaged (D) Floor tiles are missing damaged, or loose 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Room 06: 4: (D) Ceiling tiles missing, damaged or loose (D) Plaster or paint is damaged baseboards 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Room 07: 4: (D) Ceiling tiles missing, damaged or loose (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing Room 11: 4: (D) Carpeting damaged or stained Piece of rubber base missing Cabinet door off 7: (D) lighting fixture or bulbs are not working or missing Room 12: 7: (D) Improper usage of extension cords or extension cord trip hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Mens: 4: (D) Plaster or paint is damaged 8: (D) Exhaust fan is inoperable (D) Restrooms are not stocked with supplies such as toilet paper, soap, or paper towels
Safety: Fire Safety, Hazardous Materials	X			Room 4: Ceiling tiles seperating,1 light out
Structural: Structural Damage, Roofs	X			Room 08: 4: (D) Ceiling tiles missing, damaged or loose 12: Ramp is damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Room 01: 4: (D) Ceiling tiles are stained 15: (D) Loose or sticky door locks and latches Room 02: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose 15: (D) Door sticking Room 03: 15: Glass in door cracked

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 Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	7	10	53	48	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					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	4	7	40	38	48	48
Math		0	27	27	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	26	20	76.9	10.0
Male	12	11	91.7	18.2
Female	14	9	64.3	
Hispanic or Latino	23	19	82.6	10.5
Socioeconomically Disadvantaged	26	20	76.9	10.0
English Learners	12	10	83.3	

* 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	89	75	84.27	6.76
Male	45	41	91.11	7.32
Female	44	34	77.27	6.06
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	74	64	86.49	4.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	8	66.67	25
Socioeconomically Disadvantaged	78	66	84.62	4.62
English Learners	33	32	96.97	0
Students with Disabilities	13	11	84.62	0
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	75	84.27	0
Male	45	40	88.89	0
Female	44	35	79.55	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	74	64	86.49	0
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	78	66	84.62	0
English Learners	33	32	96.97	0
Students with Disabilities	13	12	92.31	0
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)
The school district benefits from extensive support from parents and community members. Cache Creek High School is happy to provide opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, English Learner Advisory Committee (ELAC), School Site Council (SSC), Thanksgiving Luncheon and the Spring Festival.

Parents are welcomed and encouraged to stop by CCHS to meet with office staff, counselor, teachers and the Principal to discuss their students progress and to be a positive influence in their student's education. Participation by parents has often been lower than desired, but the past year has seen a substantial increase in parents attending Back to School activities as well as a strong increase in parent teacher contacts. Our staff has recognized that parent involvement is one of the most important elements of school climate and the school is developing a plan to reach out to the community to encourage parental involvement in all elements of the education process.

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 of students is a priority of the school staff. Students are supervised throughout the day by teachers. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

Cache Creek High School's Site Safety Plan is revised each year by the School Site Council, which consists of the principal, teachers, other staff, parents, and students. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. In 2015, CCHS worked closely with the Emergency Preparedness Group to ensure the school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted twice a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with staff and approved by School Site Council, December, 2016.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	37.2	21.6	24.8
Expulsions Rate	0.0	0.0	0.4
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist	.6
Other	2.4
Average Number of Students per Staff Member	
Academic Counselor	180

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**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	5	8	5	33	20	30						
Mathematics	3	6	7	13	4	2						
Science	18	12	19	3	7	3	2		1			
Social Science	13	12	10	13	15	18	2	1				

* 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 district provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,475	$46,511
Mid-Range Teacher Salary	$62,310	$73,293
Highest Teacher Salary	$86,258	$92,082
Average Principal Salary (ES)	$106,757	$113,263
Average Principal Salary (MS)	$114,823	$120,172
Average Principal Salary (HS)	$121,527	$131,203
Superintendent Salary	$211,312	$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	$7,288	$338	$6,950	$58,464
District	♦	♦	$4,126	$65,991
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			68.4	-4.1
Percent Difference: School Site/ State			30.0	-15.6

* Cells with ♦ do not require data.

Types of Services Funded

Woodland Joint Unified School District spent an average of $11,330 to educate each student (based on 2016-17 audited financial statements).

- Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling GrantTitle ITitle II Title IIISpecial Ed-StateMedi-CalSmall Learning CommunitiesPartnership Academies

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cache Creek High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	33.3	19	18.9
Graduation Rate	55.07	68.35	66.22
Woodland Joint Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7.7	5.8	6.5
Graduation Rate	88.86	90.42	90.92
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	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	46.62
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	66.28	90.5	87.11
Black or African American	50	66.67	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	92.86	94.42
Filipino	0	100	93.76
Hispanic or Latino	69.12	89.76	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	50	91.75	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	77.61	95.83	85.45
English Learners	52.17	60.27	55.44
Students with Disabilities	60	73.47	63.9
Foster Youth	100	80	68.19

Career Technical Education Programs

It is the goal of Cache Creek High School for students to understand the importance of academic subjects and to experience how employees apply subject learning to work situations. Cache Creek High School does not provide a vocational program, however students are encouraged to participate in Woodland High School and Pioneer High School's ROP programs. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

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.