



Diamond Elementary School

1450 South Center St. • Santa Ana, CA 92704 • (714) 480-8100 • Grades K-5

Denise Bertrand, Ed.D., Principal

denise.bertrand@sausd.us

<http://www.sausd.us/diamond>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Ana Unified School District

1601 East Chestnut Avenue

Santa Ana, CA 92701-6322

714-558-5501

www.sausd.us

District Governing Board

Rigo Rodriguez, Ph.D., President

Valerie Amezcua, Vice President

Alfonso Alvarez, Ed.D., Clerk

John Palacio, Member

Carolyn Torres, Member

District Administration

Jerry Almendarez

Superintendent

Alfonso Jimenez, Ed.D.

**Deputy Superintendent,
Educational Services**

Thomas A. Stekol, Ed.D.

**Deputy Superintendent,
Administrative Services**

Daniel Allen, Ed.D.

**Assistant Superintendent, K-12
Teaching and Learning**

Mayra Helguera, Ed.D.

**Assistant Superintendent, Special
Education/SELPA**

Sonia R. Llamas, Ed.D., L.C.S.W.

**Assistant Superintendent, K-12
School Performance and Culture**

Hiacynth Martinez, Ed.D.

**Assistant Superintendent, Human
Resources**

Manoj Roychowdhury

**Assistant Superintendent, Business
Services**

Orin Williams

**Assistant Superintendent, Facilities
& Governmental Relations**

School Description

Diamond Elementary School (Diamond Elementary) is school located on South Center Street and North of West Edinger Avenue. Diamond Elementary serves students from transitional kindergarten through fifth grade. Our district Early Childhood Education (ECE) program offers a preschool program for children ages three to five located at our site. Additional schooling programs operate daily before school and from the end of the school day until 6:00 p.m. Students are provided homework assistance, standards based instruction and enrichment opportunities while attending these programs. School staff, parents, and students interact in a manner that is built upon mutual respect, appreciation, and cooperation. Diamond Elementary is a community of Enthusiastic learners. We have a positive Attitude to achieve our Goals and become strong Leaders. We put forth our best Effort to soar like EAGLES.

School Vision:

Diamond Elementary School's vision is to ensure our students achieve their optimum potential while demonstrating safe, responsible and respectful behavior. Our staff consistently use research based, standards driven instructional practices and maximize effective use of time. We empower parents as well as foster community involvement and partnerships in order to assist our students in attaining state standards.

School Mission:

Diamond Elementary School, through a partnership involving students, parents, staff and community, empowers all students to develop the skills and strategies necessary to maximize their success in all curricular areas and become productive and contributing members of society, while being provided a safe, nurturing environment with high expectations for academic and social growth.

District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	77
Grade 2	81
Grade 3	84
Grade 4	88
Grade 5	87
Total Enrollment	509

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	1.6
Filipino	0.2
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
Socioeconomically Disadvantaged	91.6
English Learners	46.6
Students with Disabilities	9.2
Foster Youth	0.4
Homeless	35.4

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 for Diamond Elementary	17-18	18-19	19-20
With Full Credential	20	19	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1946
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Diamond Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 10, 2019, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
Social Science		
2007	Scott- Foresman, <i>History-Social Science for California</i>	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/3/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	KITCHEN: baseboard needs to be sealed - W/O #47995 MPR: Walls need to be painted -W/O #48007 ROOM 101: Repair stain ceiling tiles -W/O #47995 ROOM 13: Ceiling tiles need to be repair - W/O #47995 ROOM 14: Replace tiles -W/O #47995 ROOM 3: Drawer needs to be repair -W/O #47995
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 1: Missing outlet cover -W/O #47997 ROOM 14: Replace switch covers -W/O #47997 ROOM 204: Broken outlet cover -W/O #47997
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	OFFICE: Roof Leak -W/O #48004 RESTROOMS: Walls need to be painted - W/O #48007 ROOM 1: Several walls need stucco repair. -W/O #48004
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 7: Door is coming off repair hinges -W/O #47995
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	36	32	35	50	50
Math	30	37	26	28	38	39

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.

School Year 2018-19 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	255	249	97.65	35.74
Male	134	132	98.51	36.36
Female	121	117	96.69	35.04
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	245	241	98.37	35.27
Socioeconomically Disadvantaged	237	233	98.31	36.91
English Learners	208	202	97.12	34.16
Students with Disabilities	39	39	100.00	15.38
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	104	102	98.08	1.92

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.3	24.1	20.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 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 2018-19 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	255	254	99.61	37.40
Male	134	134	100.00	45.52
Female	121	120	99.17	28.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	245	245	100.00	37.14
Socioeconomically Disadvantaged	237	236	99.58	39.41
English Learners	208	207	99.52	34.78
Students with Disabilities	39	39	100.00	20.51
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	104	104	100.00	0.00

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 2019-20)

In 2019, Diamond opened its Wellness Center as part of a district-wide initiative to engage parents and the community. The Wellness Center is staffed by a FACE Community Worker who provide support to parents through parent workshops, trainings, and referrals to community partners. Parents are encouraged to get involved in Diamond Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library and help as chaperons on field trips. Diamond Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Monthly Parent Meetings
- Back to School Night and Open House
- Family STEAM and Literacy Nights
- Parent Greeters
- Padres en Acción
- Fundraiser
- Music, choir and student performances
- GATE Fairs
- School-wide events and performances
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 480-8100.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Blackboard Automated Phone Messaging System
- School web site
- Peach Jar
- Public Service Channel 31 or 51
- Parent Meetings
- School Bulletin Boards
- Flyers
- Letters
- School Marquee/Banners

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

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school’s most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	31		3		29		3		31		3	
1	24		4		29		3		26		3	
2	30		3		28		3		27		3	
3	31		3		28		3		28		3	
4	28		3		32		2	1	29		3	
5	31		2	1	27		3		29		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	15

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the LCAP goals and Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, LCAP requirements, teacher input, state content standards, and professional development surveys. Teachers meet in grade level meetings twice a month for collaboration.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2017-2018 school year, two (2) days of professional development was offered at the beginning of the school year and ongoing professional development opportunities through out the year. Staff development topics included: New ELD Standards, Common Core Units of Study, Collaborative Academic Conversations Training, Academic Language, Text Complexity, Cognitively Guided Instruction (CGI) and Irvine Math (IMP) training (selected teachers), Smarty Ants, Learning Together (selected teachers) and Data Analysis. Teachers were also involved in Data Chats with the principal. Teachers also received professional learning on early literacy skills and integrating technology. During 2018-2019, professional development continues to be offered with an emphasis on foundational literacy skills, math, ELD, NGSS, and AVID strategies. Professional development has been offered more specifically on literacy, math mathematical practices, Achieve 3000 (five areas of reading), NGSS, new ELD strategies, inclusive practices, depth and complexity, and AVID strategies. Data analysis revealed a need to further professional learning in the areas of early literacy skills (SIPPS), math, and critical thinking and reading skills (AVID) for 2019-2020 school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7009	981	6028	98228
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-14.4	1.5
School Site/ State	-22.2	15.7

Note: Cells with N/A values 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.

- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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.