FOOTHILLS HIGH SCHOOL

School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

Garth Phillips, Principal

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Contents

About This School

School's Mission Statement

The mission of Foothills High School is to educate all students in a challenging, disciplined, and supportive environment. By providing a rigorous, engaging, and relevant learning experience, we seek to empower students to be life-long, independent learners who are career and college ready. Our graduates will be contributors to our community and our diverse and ever-changing global society.

Principal's Message

Foothills High School meets the demands of our modern society by providing a valuable alternative to a traditional high school. Students can acquire a high school diploma by completing a program of instruction in an independent study environment. Commitment, relationships, and education are the core values of our Independent Alternative Education Program. The required curriculum offered is the same as that of the traditional high school. Students meet with highly qualified teachers in a one-to-one environment to attain their diploma. The staff meet the needs of our at-risk youth, teen parents, and students that need "outside the box" education and support. The flexibility provided at Foothills leads to higher success rates for students and a sense of community that produces responsible global citizens and employable adults.

Major Achievements

- Foothills High School is accredited by the Western Association of Schools and Colleges (WASC).

Focus for Improvement

- Improve reading and math proficiency by increased emphasis on basic skills using individualized instruction.
- Increase time on task to produce greater academic achievement and credit production.
- Improve student attendance.

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Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 9	2
Grade 10	5
Grade 11	11
Grade 12	36
Total Enrollment	54

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	5.6%
American Indian or Alaska Native	3.7%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	61.1%
Native Hawaiian or Pacific Islander	0.0%
White	29.6%
Two or More Races	0.0%
Other	0.0%
Student Group	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	75.9%
English Learners	13.0%
Students with Disabilities	25.9%
Foster Youth	14.8%

Conditions of Learning

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	2.34	3.8	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of ELA	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 (EL).

Specialized Services

Special Education Program: Students with mild to moderate learning differences are sometimes entitled to individual education plans and extra attention. Appropriate programs and services are provided to all students with disabilities, between the ages of 3 and 21. Referrals for special education identification and special education services come from the on-site Student Study Team and/or parents.

Special needs students receive the support services they require from a special education teacher, a speech therapist, and a part-time psychologist. IEP meetings are held to discuss completion of goals and objectives. Transition plans are presented and in place before student graduates.

English Learner Program: Students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our English Learners into regular classes as soon as possible.

Curriculum and Instructional Materials

Reading and Writing: San Marcos Unified School District high schools offer a full array of English Language Arts classes, including English 9, 10, 11, and English 12 ERWC. These core classes are designated as College Prep or Honors in grades 9 and 10; grades 11 and 12 offer College Prep or Advanced Placement options. Students experience a range of expository texts and literature, and develop analytical and interpretative reading and writing skills as outlined in the *California Common Core English Language Arts Standards.*

Mathematics: Math courses are transitioning to the California Common Core State Standards for Mathematics, adopted in 2010 and modified in 2015. Students progress through a range of courses including Algebra 1, Geometry, Algebra 2 and advanced mathematics including Statistics, Calculus and Discrete math. Courses are offered at the college preparatory level, as well as Honors and Advanced Placement.

Science: SMUSD is beginning its transition to the Next Generation Science Standards for California Public Schools, adopted in September 2013. The district has adopted the three course model and will transition to the new courses over the next two years. Currently we offer Biology of the Living Earth and will begin Chemistry in the Earth System and Physics in the Universe beginning next school year. These three courses will be the base of our science instruction. Students also have the opportunity to enroll in Medical Biology, Chemistry, Earth and Physical Science, Physics, Genetics, Oceanography, Biochemistry and Forensic Science. Additionally, several Advanced Placement sciences classes are offered. SMUSD teachers also incorporate the *California Common Core State Standards in Literacy for Sciences* that focus heavily on aspects of reading, writing and research.

Social Studies: 10th grade students take World History which focuses on the modern world. Students view essential elements of modern society within the themes of moral and ethical principles, industrialization, imperialism, war and disillusionment, human rights, and ideology and democracy. *Eleventh grade students take* US History which focuses on the United States, historical documents, and history from the beginning of the development of democratic traditions to the present day. American Government/Economic, taken by twelfth grade students, focuses on the basic concepts and principles of the American political and economic systems from the beginning of the development of democratic traditions to the present. *Students have the opportunity to draw connections between content and the skills associated with history concepts and literature. The courses are influence by the California Standards for Literacy in the History/Social Sciences. Students in grades nine through twelve have the opportunity to take core and elective history social science classes at the college preparatory, Honors and Advanced Placement level.*

Technology
We have 18 (including 16 Chromebooks) computers available for student use, which means that, on average, there is one computer for every five students. There are three classrooms connected to the Internet. Computers are designed to improve students' skills in reading and math. They also allow students to gain vital technological skills, including how to word process, use databases, spreadsheets, email, the Internet, and presentation software. Students often use the computers to type reports for their academic classes and research topics for assignments.

Library
Our library offers a wide selection of fiction and non-fiction books for curricular assignments and recreational reading. Currently we have approximately 1,000 volumes. Students visit the library as part of their academic classes. In addition, our library houses an excellent selection of resources for teachers to use in the classrooms.

Attendance
The truancy rate for students is defined by the State of California is any student with 3 unexcused absences, and based on those guidelines the truancy rate for Foothill High School was 2% during 2017-18.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on November 1, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Collections	2017	Yes	0
Math	Calculus of a Single Variable	2007	Yes	0
Math	Big Ideas MATH: Algebra 2	2015	Yes	0
Math	Big Ideas MATH: Geometry	2015	Yes	0
Math	Big Ideas MATH: Algebra 1	2015	Yes	0
Math	Big Ideas MATH: Course 3	2015	Yes	0
Math	Pre-Calculus	2008	Yes	0
Science	Chemistry/ Biology	2005	Yes	0
Science	Physics: Principals and Problems	2005	Yes	0
Science	Modern Earth Science	2003	Yes	0
Social Studies	Ancient/ Modern World History/Americans	2006	Yes	0
Social Studies	Government in America	2011	Yes	0
Social Studies	Economics	2006	Yes	0

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School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 14, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces	X			No repairs needed at the time of inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	Lights not working in daycare.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Sink stopper does not work in daycare.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	One door knob not working in daycare.

Overall Rating	Exemplary	Good	Fair	Poor
			75%	

School Facilities

School Facility Conditions and Planned Improvements (2017-18)

Our school is in a large industrial office building near downtown San Marcos CA. The grounds are spacious and inviting, with well-maintained landscaping. A professional custodial staff maintains the site regularly and district maintenance staff is on call to assist with any needed repairs. The physical quality of our school building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	33%	26%	65%	65%	48%	50%
Mathematics	0%	6.0%	49%	51%	37%	38%

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.

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CAASPP Assessment Results by Student Group

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

CAASPP Assessment Results—ELA Disaggregated by Student Groups, Grade Eleven (School Year 2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	20	74.07%	26.32%
Male	--	--	--	--
Female	22	16	72.73%	31.25%
Black or African American	--	--	--	--
American Indian or Alaska Native			--	--
Asian			--	--
Filipino			--	--
Hispanic or Latino	11	8	72.73%	25.00%
Native Hawaiian or Pacific Islander			--	--
White	15	12	80.00%	27.27%
Two or More Races			--	--
Socioeconomically Disadvantaged	18	14	77.78%	23.08%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

CAASPP Assessment Results—Mathematics Disaggregated by Student Groups, Grade Eleven (School Year 2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	17	62.96%	5.88%
Male	--	--	--	--
Female	22	14	63.64%	7.14%
Black or African American	--	--	--	--
American Indian or Alaska Native			--	--
Asian			--	--
Filipino			--	--
Hispanic or Latino	11	7	63.64%	14.29%
Native Hawaiian or Pacific Islander			--	--
White	15	10	66.67%	.00%
Two or More Races			--	--
Socioeconomically Disadvantaged	18	12	66.67%	8.33%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

Note: CAASPP assessment 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: 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.

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California Standards Tests in Science for All Students
Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Engagement

State Priority: Parental Involvement
Contact Person: Garth Phillips
Phone Number: (760) 290-2544
The School Site Council always includes parent members. It approves our annual school plan, and safety plan. We hold open house events annually and keep in frequent touch with parents by phone and in person.

Courses for University of California (UC) and/or California State University (CSU) Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	5.3%

State Priority: Pupil Engagement

Dropout Rate and Graduation Rate

	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	19.4	5.7	3.8	3.9	0.5	0.9	10.7	9.7	9.1
Graduation Rate	61.1	77.1	50.0	93.6	97.8	95.3	82.3	83.8	82.7

Completion of High School Graduation Requirements

The percent of students in the school's most recent certified graduating class that met all state and local graduation requirements for grade twelve completion. Data are provided at the school, district, and state levels for all students and for those student groups for which numerically significant data are reported by CDE.

Graduating Class of 2017			
Group	School	District	State
All Students	55.9%	93.9%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	97.6%	93.5%
Hispanic or Latino	38.1%	91.5%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	80.0%	95.1%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	44.0%	96.8%	88.6%
English Learners	33.3%	79.0%	56.7%
Students with Disabilities	25.0%	87.4%	67.1%
Foster Youth	33.3%	50.0%	74.1%

State Priority: School Climate

School Safety
SB187 Safety Plan
Date the plan was last updated: 11/1/2018
Date the plan was last reviewed with staff: 10/24/2018
The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

The staff monitors school grounds fifteen minutes before the start of school, at every break, and immediately after dismissal. To maintain a safe environment, we have a closed campus where all visitors must register with the office. We also hold monthly fire drills, earthquake, disaster, and lockdown drills.

Teachers and administrators meet with students to resolve conflicts. Teachers, the ones closest to the students, are aware of the personalities and problems of teens and often sense the need to make themselves available for problem-solving sessions.

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Discipline

All students learn school rules and discipline policies as published Our schoolwide discipline policy is clearly spelled out in our Parent-Student Handbook. Our staff uses a variety of strategies to assist students with positive behavior management, using conflict resolution and anger management techniques before writing referrals to an administrator. Consequences for rule infractions include lunch detention and in-school supervision. Suspension is used as a last resort. We report only suspensions in which students are sent home for a day or longer. Weekly Schoolwide programs recognize students for displaying positive behaviors and for academic improvement and achievement.

We believe that students need to be held responsible for their behavior, as reflected in our Schoolwide Learning Outcomes. In extreme or excessive cases students are suspended or expelled from school and parents must conference with an administrator. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	**2016-17**	**2017-18**
Suspensions	0.0%	0.8%	2.3%
Expulsions	0.0%	0.0%	0.0%
	District		
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
	State		
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Other SARC Information

Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School
Psychologist	0.2
Nurse	District Shared

* 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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Expenditures Per Pupil				Average Teacher Salary
Level	**Total**	**Restricted**	**Unrestricted**	
School	$20,938	$1,650	$19,287	$78,868
District			$7,664	$79,218
State			$7,125	$80,764
Percent Difference: School/District			152%	(0.4%)
Percent Difference: School/State			171%	(2%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org**.

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$37,922	$47,903
Mid-Range Teacher Salary	$75,842	$74,481
Highest Teacher Salary	$95,873	$98,269
Average Principal Salary (Elem)	$120,248	$123,495
Average Principal Salary (Middle)	$127,163	$129,482
Average Principal Salary (High)	$143,974	$142,414
Superintendent Salary	$333,971	$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

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Other Funding (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- CAL-SAFE Supportive Services
- CAL-SAFE Child Care & Development

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the *Essential Elements of Instruction* (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing 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 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 or the district office.

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.