

Faller Elementary School

1500 West Upjohn Street • Ridgecrest CA, 93555 • (760) 499-1690 • Grades K-5

Melissa Christman, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Sierra Sands Unified School District

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**Assistant Superintendent,
Curriculum and Instruction**
Elaine Littleton
Executive Director of SELPA

Principal's Message

Theodore H. Faller Elementary School, home of the Faller Suns, is recognized as a 2016 Gold Ribbon and Title 1 Academic Achievement School. We currently have approximately 475 students in 21 classes. The core values that reflect the vision for our school and drive our practices are: becoming respectful, trustworthy, fair and caring citizens, building self-directed and responsible learners, developing self-confident risk takers, creating life-long readers and learners and providing experiences for problem solvers.

Faller provides a balanced, comprehensive, integrated core curriculum including California Common Core Standards striving to meet the needs of all students utilizing the Benchmark Advance ELA curriculum and the Houghton- Mifflin Go Math Mathematics program. We focus on improving literacy and math skills while providing a safe and nurturing environment. As a PBIS (Positive Behavior Intervention Support) school, we have also incorporated the Character Counts program at Faller focusing on the 6 character pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Our After School Program (ASES) is an award-winning, quality program that provides academic enrichment and a safe after-school environment for approximately 100 of our students. We also offer a range of programs, clubs, and activities including Jr. Audubon Society, Battle of the Books, Student Council, Meaningful Workers, Chess Club, and Basketball teams.

Parents and community members are actively involved at Faller through our School Site Council, English Language Advisory Committee, PTO and parent-teacher conferences. Our School Site Council jointly determines our academic instructional program and related categorical resources while our active PTO provides enhanced opportunities fostering good will and closer relationships between home and school. We make a positive difference in the lives of our students by working together with families and our community. We invite you to contact our office at (760) 499-1690 to volunteer.

Melissa Christman, PRINCIPAL

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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 90 |
| Grade 1 | 92 |
| Grade 2 | 69 |
| Grade 3 | 73 |
| Grade 4 | 63 |
| Grade 5 | 67 |
| Total Enrollment | 454 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 4.0 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.9 |
| Filipino | 2.6 |
| Hispanic or Latino | 36.1 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 50.9 |
| Socioeconomically Disadvantaged | 72.0 |
| English Learners | 11.7 |
| Students with Disabilities | 7.0 |
| Foster Youth | 0.4 |

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 | | | |
|--|-------|-------|-------|
| Faller Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 18 | 18 | 19 |
| Without Full Credential | 0 | 2 | 4 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Sierra Sands Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 204 |
| Without Full Credential | ♦ | ♦ | 43 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 19 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Faller Elementary School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 1 | 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 2018-19)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

| Textbooks and Instructional Materials Year and month in which data were collected: April 2017 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Benchmark Advance (2017) Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Go Math! Houghton Mifflin Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | California Science (2008) Adopted in 2007 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 Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Health and Fitness Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Visual and Performing Arts | California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Faller School was built in 1966 and has expanded over the years. Due to increased enrollment over the years, we installed extra portable classrooms in 2005 and 2008. We work with the maintenance department to maintain and improve our site. Modernization plans allowed us to install a shade structure and new playground equipment for both the large playground and kindergarten playground in the fall of 2007. Further improvements included the addition of six portable classrooms in December of 2008. In August 2009 we completed the renovation of Building B, enlarged our multipurpose room, added technology in all classrooms, and completed our newly designed parking lots to provide more parking spaces and appropriate lighting. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Each week classes spend scheduled library time in our media center. All students visit the library once a week where our librarian assists in checking out books. Our media staff member supervises and guides students utilizing computer programs while in the school computer lab and in the 2nd-5th grade classrooms where we have 1:1 chrome books. We use site funds to continually add to our library collection, focusing on books for the Accelerated Reader program and increasing our non-fiction books.

| School Facility Good Repair Status (Most Recent Year) | | |
|--|---------------|---|
| Year and month in which data were collected: 12/2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No apparent problems. |
| Interior: Interior Surfaces | Fair | Room 7: Carpet seams in NE and SE corners pulled up. Room 8: 1/4 inch gap in carpet. Room 9: Water spots on ceiling tiles. Portable classroom 20: Water spots on ceilings. Portable classroom 23: East wall cove base coming off, water spots on ceiling. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | No apparent problems. |
| Electrical: Electrical | Good | No apparent problems. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | No apparent problems. |
| Safety: Fire Safety, Hazardous Materials | Good | No apparent problems. |
| Structural: Structural Damage, Roofs | Good | Cracks on west side of MPR. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No apparent problems. |
| Overall Rating | Good | Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation. |

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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 43.0 | 47.0 | 50.0 | 48.0 | 48.0 | 50.0 |
| Math | 35.0 | 31.0 | 33.0 | 32.0 | 37.0 | 38.0 |

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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

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 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 on both assessments.

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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 21.0 | 22.6 | 8.1 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 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 | 205 | 204 | 99.51 | 46.57 |
| Male | 106 | 105 | 99.06 | 45.71 |
| Female | 99 | 99 | 100.00 | 47.47 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 80 | 79 | 98.75 | 32.91 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 97 | 97 | 100.00 | 57.73 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 156 | 155 | 99.36 | 36.13 |
| English Learners | 42 | 41 | 97.62 | 26.83 |
| Students with Disabilities | 19 | 19 | 100.00 | 21.05 |
| 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 2017-18 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 | 205 | 205 | 100 | 31.22 |
| Male | 106 | 106 | 100 | 33.02 |
| Female | 99 | 99 | 100 | 29.29 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 80 | 80 | 100 | 25 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 97 | 97 | 100 | 39.18 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 156 | 156 | 100 | 22.44 |
| English Learners | 42 | 42 | 100 | 26.19 |
| Students with Disabilities | 19 | 19 | 100 | 15.79 |
| 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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents serve on both our ELAC and SSC, which creates our school's annual plan, approves expenditures, and works to improve student achievement and support school activities. In addition, our ELAC addresses the concerns of English Learners. Our PTO includes all families. It sponsors six family evening events, assemblies, Junior Olympics, fundraising and a Campus Clean Up Day. New members are always welcome. Parents volunteer in our classrooms and library, coach sports teams, chaperone on field trips, and help with fund-raising. The contact person for parent involvement is our principal, Melissa Christman, who can be contacted through the school at (760) 499-1690.

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

Our staff monitors the playground 15 minutes before school starts and during the morning and afternoon recesses. We have six supervisors who keep our playground safe during lunchtime. Students are dismissed at the end of the school day to different areas depending on whether they are being picked up by adults or are riding the buses. We have adjusted these procedures as our population has grown and pride ourselves in safely dismissing 475 students within 10 to 15 minutes. Furthermore, there are 24 security cameras around the campus with a monitor both in the main office and in the principal's office.

Visitors are required to enter the school through the front office and sign in and out in our volunteer logbook. They receive a visitor's badge for identification as they move about the campus. We are also able to lock the gate to the main part of the campus. Teachers keep their outer doors locked to increase student safety.

We hold regular earthquake, bus, lockdown, and fire drills. Our entire staff participates in monthly safety meetings to review and address any safety concerns. We review our Safety Plan annually.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 1.0 | 0.8 | 0.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 5.9 | 5.8 | 6.6 |
| Expulsions Rate | 0.3 | 0.2 | 0.2 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 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.

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .75 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 1.38 |
| Average Number of Students per Staff Member | |
| 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.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 21 | 24 | 23 | 1 | | 1 | 3 | 4 | 3 | | | |
| 1 | 27 | 23 | 23 | | | | 3 | 3 | 4 | | | |
| 2 | 28 | 24 | 23 | | | | 3 | 3 | 3 | | | |
| 3 | 23 | 25 | 24 | | | | 3 | 3 | 3 | | | |
| 4 | 32 | 35 | 32 | | | | 2 | | 2 | | 2 | |
| 5 | 33 | 30 | 34 | | | | 1 | 2 | | 1 | | 2 |

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

Professional Development provided for Teachers

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$39,301 | \$45,681 |
| Mid-Range Teacher Salary | \$64,076 | \$70,601 |
| Highest Teacher Salary | \$87,196 | \$89,337 |
| Average Principal Salary (ES) | \$100,910 | \$110,053 |
| Average Principal Salary (MS) | \$105,610 | \$115,224 |
| Average Principal Salary (HS) | \$117,016 | \$124,876 |
| Superintendent Salary | \$158,000 | \$182,466 |
| Percent of District Budget | | |
| Teacher Salaries | 32.0 | 33.0 |
| Administrative Salaries | 5.0 | 6.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 5646.77 | 761.21 | 4885.56 | 58074. |
| District | ◆ | ◆ | 5632.22 | \$64,523 |
| State | ◆ | ◆ | \$7,125 | \$71,392 |
| Percent Difference: School Site/District | | | -14.2 | -10.5 |
| Percent Difference: School Site/ State | | | -81.1 | -20.6 |

* Cells with ◆ 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.

Types of Services Funded

We use federal funds from our Title I funding to provide additional personnel and training to meet the needs of our students. We also receive funding from our PTO, Kiwanis Club, Albertsons, AltaOne, Wal-Mart, and K-Mart. Their generous donations have helped fund our library, computer lab, and field trips, and they helped us meet the needs of classroom teachers. Some of our teachers have been recipients of a Donor's Choose grant as well.

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.