



Marshall Elementary School

20111 Marshall Street • Castro Valley, CA 94546 • (510) 537-2431 • Grades K-5

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



Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

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Educational Services**

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**Assistant Superintendent,
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**Assistant Superintendent,
Business Services**

School Description

Marshall Elementary is a “community of learners” as all stakeholders show their commitment to academic excellence for our students. Marshall is a safe place where students feel comfortable, relaxed and eager to learn. They consistently put forth effort to do their best. In this supportive environment, high academic standards are established, students are appropriately challenged and staff creates a nurturing learning community for a diverse population. Our school community is focused upon the academic and social development of every child and is an AVID (Advancement via Individual Determination) learning community.

Marshall’s staff delivers lessons designed to facilitate standards attainment for each student. District standards, developed from state standards, are the driving force of the school’s curriculum and instructional planning. Teachers use research proven strategies and provide lessons that foster maximum student achievement. Marshall Elementary staff focuses on Professional Learning Community concepts, and works to collaborate at the grade level and at the site level. Marshall Elementary School is working toward becoming the first AVID (Advancement via Independent Determination) Elementary School, providing students with strategies for success in our global society. Teachers and staff members are accustomed to making data driven decisions regarding student performance and to implement research proven strategies for student mastery of curriculum. Marshall Elementary embraces and appreciates family involvement. Marshall encourages parent participation and provides many opportunities for parent involvement and leadership. The wide range of activities serves to maintain the community spirit and broaden students’ experiences with one another. Students are increasingly successful as they benefit from the caring relationships between their families and teachers. Maintaining a comfortable atmosphere with high academic expectations enhances student performance.

Marshall Elementary was built in 1949 and includes the three original classroom wings, a multipurpose room, administrative office and two wings of portables containing four classrooms and a science center. Marshall Elementary School currently has 18 regular classrooms, 2 special day classrooms, a library, a Speech and Language office, counseling office, an RTI intervention room, and a resource room. Marshall Elementary does not have a computer lab, instead, each classroom has a dedicated chromebook cart. Grades 3-5 are 1:1 with a chromebook for each student, grades K-2 have a minimum of one chromebook for every 2 students. The Science Center was completed in November of 2003 equipped with user-friendly modern technology. Marshall Elementary has been modernized and classrooms were wired for high speed wifi Internet access. Two brand new play structures were built in the summer of 2014, one in our main playground and another smaller structure in our Kindergarten play area. Measure G funds supplied a brand new larger play structure in the Kindergarten area in the summer of 2018. Students also enjoy a large blacktop playground of approximately 33,000 square feet where students play a variety of organized games. Our black top area currently houses 5 portables in anticipation of further Measure G construction. We currently utilize Marshall Fields and the blacktop adjacent to for physical education. Our Marshall Field blacktop was resurfaced and painted during the August 2018 to support physical education. We utilize a number of portable basketball and volleyball courts as well as the five baseball diamonds and a large landscaped field that can be used for a variety of games and team sports daily.

Mission Statement:

Marshall Elementary, a community of learners, values diversity and promotes equity. We will work together to achieve our goals of meeting and exceeding standards. Marshall Elementary School will support our students in becoming responsible and productive citizens. We are Marshall Elementary, nothing less than our very best.

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	76
Grade 1	84
Grade 2	82
Grade 3	84
Grade 4	75
Grade 5	89
Total Enrollment	490

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.4
Asian	24.5
Filipino	3.9
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.8
White	21.4
Two or More Races	8.8
Socioeconomically Disadvantaged	35.5
English Learners	21.8
Students with Disabilities	10.2
Homeless	1

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 Marshall Elementary	17-18	18-19	19-20
With Full Credential	25	25	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Castro Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	430
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Marshall 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 students have access to the state-adopted instructional materials & nbsp; Staff development has focused on ensuring appropriate implementation practices and on providing pacing guides for each grade level in English Language Arts and Math.

Textbooks and Instructional Materials

Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-2:</p> <p>Massachusetts Model Reading Units</p> <p>Reading Fundamentals (Schoolwide)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Foundations (Wilson Learning)</p> <p>Flying Start Guided Reading Library (Okapi)</p> <p>Capstone Engage Literacy Guided Reading Library (Capstone)</p> <p>Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:</p> <p>Massachusetts Model Reading Units</p> <p>Read Side by Side: CIA Units</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Expeditionary Learning</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Foundations (Wilson Learning)</p> <p>Grades 4 & 5:</p> <p>Read Side by Side: CIA Units</p> <p>Expeditionary Learning</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>What Really Matters in Spelling by Cunningham (Pearson)</p> <p>Vocabulary for the Common Core by Marzano & Simms (Marzano Research)</p> <p>Essential Strategies for Word Study by Rasinski & Zutell (Scholastic)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten:</p> <p>EnVision</p> <p>Grades 1-5:</p> <p>Eureka Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Marshall Elementary School is located in the town of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Marshall Elementary was built in 1949 and includes the three original classroom wings, a multipurpose room, administrative office and two wings of portables containing four classrooms and a science center. Marshall Elementary School currently has 18 regular classrooms, 2 special day classrooms, a library, a Speech and Language office, counseling office, an RTI intervention room, and a resource room. Marshall Elementary does not have a computer lab, instead, each classroom has a dedicated chromebook cart. Grades 3-5 are 1:1 with a chromebook for each student, grades K-2 have a minimum of one chromebook for every 2 students. The Science Center was completed in November of 2003 equipped with user-friendly modern technology. Marshall Elementary has been modernized and classrooms were wired for high speed wifi Internet access. Two brand new play structures were built in the summer of 2014, one in our main playground and another smaller structure in our Kindergarten play area. Measure G funds supplied a brand new larger play structure in the Kindergarten area in the summer of 2018. Students also enjoy a large blacktop playground of approximately 33,000 square feet where students play a variety of organized games. Our black top area currently houses 5 portables in anticipation of further Measure G construction. We currently utilize Marshall Fields and the blacktop adjacent to for physical education. Our Marshall Field blacktop was resurfaced and painted during the August 2018 to support physical education. We utilize a number of portable basketball and volleyball courts as well as the five baseball diamonds and a large landscaped field that can be used for a variety of games and team sports daily.

The sidewalk project was completed in the January 2014, bringing sidewalks to our community around the school and newly repaved and graded streets. They added beautiful landscaping, and a flashing crosswalk at the top of Omega.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	66	69	67	68	50	50
Math	64	68	62	63	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.

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	12.9	11.8	69.4

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.

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	253	248	98.02	68.55
Male	123	118	95.93	68.64
Female	130	130	100.00	68.46
Black or African American	13	13	100.00	38.46
American Indian or Alaska Native	--	--	--	--
Asian	61	59	96.72	77.97
Filipino	--	--	--	--
Hispanic or Latino	85	85	100.00	55.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	50	94.34	74.00
Two or More Races	23	23	100.00	86.96
Socioeconomically Disadvantaged	95	94	98.95	52.13
English Learners	81	79	97.53	60.76
Students with Disabilities	26	25	96.15	16.00
Homeless	--	--	--	--

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 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	253	249	98.42	68.27
Male	123	119	96.75	67.23
Female	130	130	100.00	69.23
Black or African American	13	13	100.00	53.85
American Indian or Alaska Native	--	--	--	--
Asian	61	60	98.36	81.67
Filipino	--	--	--	--
Hispanic or Latino	85	85	100.00	54.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	50	94.34	68.00
Two or More Races	23	23	100.00	91.30
Socioeconomically Disadvantaged	95	95	100.00	55.79
English Learners	81	80	98.77	65.00
Students with Disabilities	26	25	96.15	20.00
Homeless	--	--	--	--

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)

Marshall Elementary parents are invited to several Family Learning evenings organized by teachers and supported by Title 1 funds. These events focus on supporting literacy and on supporting math instruction. This year our Marshall Book Club holds monthly meetings supporting reading comprehension over breakfast once a month in our Response to Intervention (RtI) classroom. This program is run by teachers and also supports parents by giving strategies to parents to help their student's reading comprehension. Through the Parent Teacher Association, adults organize and participate in social events for their students. Movie Night, Community Game Night, Walk-a-thon, and the School Music on the Green are just a few of the parent-sponsored and widely attended events. We also have Padres Unidos parent group for our Latino families that supports our Spanish speaking families. Parents provide support and feedback through numerous committees, helping in classrooms and volunteering to help with special events and field trips. Parents have many opportunities to be leaders at Marshall Elementary, including community leads, School Site Council Representation, English Learner Advisory Community members, PTA executive board, and leadership and in many other ways. Our school community is enriched with the significant level of parental involvement. Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Marshall Elementary School office at 510-537-2431. The principal, Ms. Christmas, can be reached by email at: tchristmas@cv.k12.ca.us.

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

Marshall's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the principal and members of the teaching staff and parents. Emergency drills are held on a monthly basis: fire (evacuation) and earthquake (duck and cover) drills are conducted once a month and secure campus drills are held annually. A Disaster Preparedness committee of parents and staff routinely assesses and updates the emergency shed for necessary supplies. It is anticipated that these materials would be used if a large scale disaster occurred that would require students to remain on campus for a significant period of time. The plan was last updated in September of 2018. At that time, each member of the teaching staff checked his/her emergency backpack for essential supplies. Depleted or used items were restocked and new tools were added. An emphasis has been placed on campus safety and security. Teachers and campus supervisors monitor students on campus before school, during recess and lunchtime. All visitors must register at the school's office and receive proper authorization to be at the school. Visitors are asked to have their badges prominently displayed for student safety. The school underwent security upgrades in the summer of 2008, including the installation of security fencing and increased campus lighting.

Marshall Elementary staff, parents and students believe in developing and maintaining a positive school environment. School wide rules and discipline policies support a safe environment conducive to student learning. School personnel monitor student issues and work with the school counselor intern to assist individual and small groups of students, and increase student emotional support.

Marshall staff, parents, and students work together to create a safe and healthy school climate.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.7	2.2
Expulsions Rate	0.0	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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	2.2

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		21	1	3		25		3	
1	23		3		25		3		25		3	
2	24		3		25		3		23		3	
3	21	1	3		25		3		23		4	
4	32		2		31		3		32		2	
5	23	2	3		31		3		26	1	3	
Other**					10	1			10	1		

*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	2	2	2

Each year there have been two days of professional development during the school year. Professional Development occurs on set aside days, during the school day and after school. The staff analyzed assessment data and determined that a focus on subgroups for the staff development was most appropriate. Several teachers participated in the Language Arts Development training presented by the Tri-Valley Teacher Induction program. Teachers attended these trainings during the course of the school day. After-school training focused on the Academic Language necessary for second language learner success. Marshall Elementary continues to send credentialed teaching staff to AVID (Advancement via Individual Determination) training and conferences to support student academic success. Currently, Marshall staff is 100% trained in AVID techniques, with many teachers attending multiple conferences and training to support students and fellow staff. Marshall continues to look for Professional Development opportunities to support staff and students including GLAD (Guided Language Acquisition Design) and Mike Mattos training in the area of Response to Intervention.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,406	\$49,084
Mid-Range Teacher Salary	\$79,478	\$76,091
Highest Teacher Salary	\$107,213	\$95,728
Average Principal Salary (ES)	\$129,169	\$118,990
Average Principal Salary (MS)	\$141,061	\$125,674
Average Principal Salary (HS)	\$159,402	\$137,589
Superintendent Salary	\$293,526	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,138	\$437	\$4701	\$77196
District	N/A	N/A	\$5,262	\$82,309.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.3	-6.4
School Site/ State	-46.0	-1.1

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.

Types of Services Funded

Education Protection Account

ESSA: Title I/A Low Income

ESSA: Title II, Part A, Supporting Effective Instruction

ESSA: Title III, English Learner Student Program

ESSA: Title III, Immigrant Student Program

*Ongoing Federal & State Programs Only

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.