



# Karl F. Clemens Elementary School

523 Broadway Street • Wasco, CA 93280 • (661) 758-7120 • Grades K-5

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

### Wasco Union Elementary School District

1102 5th Street  
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#### District Governing Board

Anna Poggi

Danny Rueda

Luis Fernandez

Richard Reding

Cheryl Wegman

#### District Administration

Kelly Richers  
Superintendent

David Bowling  
Assistant Superintendent for  
Curriculum & Instruction

Brad Maberry  
Assistant Superintendent for  
Student Services

Angela Devin  
EL & Early Literacy Coordinator

### Principal's Message

We welcome you and your family to Karl F. Clemens Elementary School. Our goal is to provide a high quality curriculum and instruction in a supportive and effective environment that will enable all our students to meet the state's academic standards. As part of this commitment, we strive to promote and encourage parent involvement and engagement through such efforts as frequent parent-teacher conferences, ongoing and accurate assessment reporting, parent-education workshops, and opportunities to volunteer and observe in the classroom or school setting.

This is not only your child's school, but it is your school. We strongly believe student success in school is best achieved when teachers, parents, and students work together. So please make every effort to come and visit your child's classroom and teacher.

At Karl F. Clemens Elementary School, we believe:

- all children can learn and deserve a quality education in which individual needs are met, exceeded, and supported
- all children benefit from developmentally appropriate materials, practices, and strategies
- children must be encouraged to see the connections between new learning and prior knowledge
- school is not just about children: it involves families, parents, community, and society
- social skills, such as character building traits, deserve the same attention as academic ones
- children learn best in a safe, caring environment, one that respects diversity and fosters teamwork and self-worthiness
- children succeed when expectations and goals are high
- direct instruction with grade-level standards is essential for increasing student achievement

We look forward to serving you and your child!

### Mission Statement

The mission of Karl F. Clemens Elementary School is to provide a safe and nurturing environment for students to achieve their personal best. We will guide students to become problem solvers, lifelong learners, responsible, and productive citizens.

## 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	104
Grade 1	85
Grade 2	87
Grade 3	77
Grade 4	64
Grade 5	78
Grade 6	78
<b>Total Enrollment</b>	<b>573</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.3
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0.2
White	1.2
Socioeconomically Disadvantaged	94.2
English Learners	57.1
Students with Disabilities	4.9
Foster Youth	0.2
Homeless	0.2

## 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 Karl F. Clemens	17-18	18-19	19-20
With Full Credential	27	28	25
Without Full Credential	4	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wasco Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Karl F. Clemens 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)

The Wasco Union Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. The district held a public hearing on September 10, 2019, and determined that Karl F. Clemens School had sufficient and good-quality textbooks or instructional materials, pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom. All textbooks and instructional materials used within the district are aligned with the California State Board of Education Content Standards and Frameworks. Wasco Union Elementary School District follows the Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in visual and performing arts and health. The chart displays the list of textbooks currently in use.

#### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Wonders ELA/ELD, McGraw-Hill 2017 (K-5th) (Adopted July 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McMillan-McGraw-Hill 2014 (K-5th) (Adopted July 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman 2007 (Adopted July 2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman and Printice Hall (K-5th) (Adopted July 2018) 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)

Karl F. Clemens Elementary School was established in 1926. Although the school is about 94 years old, its facilities are up-to-date and provide adequate space for students and staff. The facilities include ample classroom and playground space, adequate office spaces, and a well-equipped staff resource room. The last re-modernization project was in 1986, which means Karl F. Clemens is due and eligible for re-modernization funding. This is a major planned project that will be undertaken in the next several years.

Karl F. Clemens has recently added and upgraded seven classroom portables to give site a total of 30 classrooms. The school site also has one computer lab, library, physical education/health room, and music/band room. The computer lab is quipped with 32 computers. All classrooms have Google Chrome-book Carts equipped with enough Chrome-books, one for each student. Classrooms have an auditory instrument, doc camera, and interactive Smart Board. In addition, the entire site is connected to a district network with wireless internet (WiFi) capability.

Due to concerted efforts from maintenance and grounds crews, along with our head custodian and custodial staff, all classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. Apart from safe facilities, school administration and staff work diligently with parents to ensure a safe campus for all students and staff. For example, all students must enter campus through one gate. At dismissal, students must exit through the same gate. All gates are monitored and locked daily by school staff. All visitors, including parents, are required to register and show proof of identification through the front office before entering campus. Once cleared through our Raptor monitoring software, visitors are issued a badge that must be worn while on campus. All staff members are also required to wear an identification badge at all times.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	28	27	32	35	50	50
Math	13	16	18	22	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	13.0	32.5	16.9

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	312	303	97.12	27.06
Male	167	162	97.01	20.37
Female	145	141	97.24	34.75
Black or African American	--	--	--	--
Hispanic or Latino	302	293	97.02	27.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	294	287	97.62	26.48
English Learners	216	210	97.22	24.29
Students with Disabilities	25	24	96.00	12.50
Students Receiving Migrant Education Services	46	44	95.65	18.18
Foster Youth	--	--	--	--
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	312	308	98.72	16.23
Male	167	164	98.20	14.63
Female	145	144	99.31	18.06
Black or African American	--	--	--	--
Hispanic or Latino	302	298	98.68	16.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	294	290	98.64	15.52
English Learners	216	215	99.54	12.56
Students with Disabilities	25	24	96.00	4.17
Students Receiving Migrant Education Services	46	46	100.00	6.52
Foster Youth	--	--	--	--
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)

Karl F. Clemens Elementary is continuously exploring ways to get parents involved and engaged in their children's education. There are multiple ways that parents are encouraged, such as attending monthly Parent University Nights, Back-to-School & Parent Orientation Night, District Science Fair, Mother's Day Tea, Fall Carnival, and Kindergarten Promotion. We also invite all families to our school carnival. Additionally, parents are invited to our Patriotic Program and our Christmas Holiday Program. Karl F. Clemens works closely with parents who serve on the School Site Council (SSC) and English Language Advisory Committee (ELAC). The Migrant Education Program (MEP) also provides monthly parent workshops and meetings through the Parent Advisory Committee (PAC).

It is important to maintain a close working relationship and communication between parents and teachers. For this reason, teachers are encouraged to schedule parent-teacher conferences throughout the school year to discuss their students' academic progress. Likewise, parents are encouraged to visit their student's teacher to discuss any circumstances that may be affecting the learning process/progress.

We encourage parent volunteers in our classrooms/school setting. However, to ensure the safety of all students on campus, there are guidelines they must follow. For instance, they first need to meet with the classroom teacher to discuss the type of support they are willing and able to provide. Once this has been established, they are required to attend a scheduled training/orientation on parent volunteer code of conduct with a site administrator.

For more information on how to get involved in our classrooms/school setting, parents may contact Mrs. Anna Armendariz, School Community Liaison, at (661) 758-7120 ext. 42000.

### 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 School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2019. The 2019-2020 School Safety Plan will be approved by the Board of Trustees on January 14, 2020. The Safe School Plan is for the operation of the school to ensure a safe and orderly environment, and it is implemented continually throughout the school year. Included in the Safe School Plan is the crisis-response section, which can be used when or if necessary.

The plan is written and developed by a school safety planning committee and School Site Council. The Safety Planning Committee also consults with law enforcement in the writing and development of the plan. The committee meets to revise the school safety plan quarterly. The vice principal facilitates this process and works diligently to implement all components. The school safety plan addresses both a prevention as well as intervention approach. To write the plan, the committee collects and analyzes data that includes office referrals, attendance rates, suspension and expulsion data, local law-enforcement juvenile-crime data, student, parent, and teacher needs assessments (surveys). The Safe School Plan includes a needs assessment survey to address three specific areas; physical environment, people & programs, and social/emotional. The Safe School Plan addresses four areas: prevention, preparedness, response, and recovery. The plan is kept at the district office for review and a copy is also kept at the school site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.1	0.8
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.7

\* 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	21	1	4		19	3	3		17	4	2	
1	22		4		22		4		21	1	4	
2	24		3		20	3	1		22		4	
3	21	1	3		21	2	1		26		3	
4	25		3		26		3		21		3	
5	16	2	3		28		3		24	1	3	
6	53	1	4	2	47	2	4	1	62	1	3	1
Other**	11	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	10	16	

At Karl F. Clemens School, staff professional development (PD) is based on multiple measures using local data analysis, district & administrative classroom observations, and teachers' needs assessment (e.g., APS). All professional development that teachers receive is aligned to the Rigorous Curriculum Design (RCD) model and Common Core State Standards (CCSS) and designed to improve curriculum and instruction. Teachers are encouraged to participate in professional development at different times during the school day and year. Teachers receive PD at the beginning of the year and on-going PD throughout the year on Early Release Days Wednesdays. Karl F. Clemens provides professional development for all teachers on the use of all adopted textbooks. In addition, ELPD has been offered based on ELL data and needs assessments (i.e., EL strategies such as Academic Vocabulary, Writing, Think-Pair-Share, & Socratic Seminar. Other ELPD provided to our staff includes the management and implementation of software programs for our ELLs in grades 4th-5th (e.g. English 3D for EL 3s-5s). All staff/grade levels collaborate weekly as a form of PD. PD is also provided in the form of teachers visiting other classrooms within the school site and district to observe how other teachers in their grade level/subject areas are instructing. For the school year 2019-20, there are also 3 full days on the certificated staff calendar that are completely devoted to professional development and data analysis. Our school is in its third year using the 95% Group Literacy Program. It is fully implemented school-wide. Teachers receive additional PD support with the consultant of 95 Group three times a year.

The academic coach and learning director provide instructional assistance throughout the school year. In addition, the academic coach puts out a teacher needs assessment survey to get an idea of the PD needed at each grade level. If unable to provide specific PD from within the district, then we work in conjunction with KCSOS to provide professional development that addresses the needs of all students (i.e., EL, SDC, Migrant, etc.). Additionally, our English Language student coach gives focus EL instructional strategies and resources throughout the year in the form of after-hours PD as well as in class modeling for teachers.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,016	\$49,378
Mid-Range Teacher Salary	\$67,928	\$77,190
Highest Teacher Salary	\$83,490	\$96,607
Average Principal Salary (ES)	\$111,532	\$122,074
Average Principal Salary (MS)	\$107,861	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$152,235	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$7,696.00	\$874.00	\$6,822.00	\$66,846.00
District	N/A	N/A	\$2,887.00	\$67,536.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	81.1	-1.0
School Site/ State	-9.6	-14.9

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**

Our school provided targeted professional development (PD) addressing school needs determined by results on state/local student assessment data, teacher surveys, and administrative classroom walk-throughs.

Intervention programs paid by Title I and LCAP funds include extended day; enrichment and remedial classes offered for students in ELA/Math (1.0 hr. per day, one to three times per wk.) These classes are taught by certificated staff members. Additionally, the Migrant Program provides supplemental academic classes for migrant students.

Our After-School Education and Safety Program (ASES) provided academic, enrichment and physical educational activities for students until 6:00 pm.

Instructional materials purchase to support the ELA and Math programs at all grade levels. This includes materials that support of 95% Group Literacy Program which target specific literacy skills to improve reading for students, this is a school-wide program in grades k-5th grade.

Provide release-time for classroom teachers to observe best teaching practices in other classrooms and/or to collaborate and analyze data/lesson plan.

Professional development for staff on integrated technology use in the classroom (e.g., computers, auditory systems, doc cams, and interactive SMART Boards/projectors) provided throughout the school year on a site and district level.

Funds used for educational software program for students use during the instructional day in all grade levels include: Accelerated Reader Program which monitors students' reading and comprehension, Lexia Reading program used in ELA core instruction which provides structured support to meet students' language arts needs on the individual basis. In math, Redbird and ST Math provides scaffold support for students and monitors progress at the students academic level.

Our English Language Learner student coach also provides focused Language Development and social support for EL students and parent groups. Newcomer students and those with minimal knowledge of the English language is a focus. Leadership classes for students in 4-5th grade are also available after school as enrichment.

Our outreach liaison partially funded by site funds to enrich parent communication and involvement.

### **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.