Edison Elementary School
(also known as Edison Language Academy)

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

Santa Monica-Malibu Unified School District
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District Vision
As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Edison Language Academy Programs and Goals
Edison Language Academy is a unique learning community — it's SMMUSD's only dual immersion elementary school. Edison serves approximately 470 students in Preschool through 5th Grade , all of whom study in Spanish and English. Edison is the first of three schools in the SMMUSD's Pre-K-12 Language Academy. One of a small number of such established Pre-K-12 dual immersion programs in the nation, the Language Academy begins at Edison with approximately equal numbers of Spanish- and English-speaking students enrolled in Preschool through Grade 5. Students can continue their immersion studies into middle school (where the Language Academy is a strand at John Adams Middle School) and into high school at Santa Monica High Scool. Edison is a school of choice for all families, which also gives our learning community a unique character. Students come from the eastern edge of the Pico Neighborhood and throughout SMMUSD, with children in neighboring districts admitted on a space-available basis. An established program, Edison is celebrating its 31st anniversary as a dual immersion school. In 2016, Edison was named a National Blue Ribbon School -- a distinction awarded to 279 public schools and 50 private institutions, nationwide.

Edison's mission is to offer an academically rigorous program that promotes high achievement in all subjects, develops language proficiency in English and Spanish, and imbues children with an awareness of and respect for diverse cultures and communities. At Edison, this learning occurs in a multicultural environment. Nearly three-fourths of the students are Latino/a (with roots in the United States, Mexico, Central America, and various Latin American countries). About a third are English language learners with another 20% being bilingual at entrance. About half of our students come from low-income families. Our dedication to being an academically rigorous dual language program with high expectations for all is reflected in the growth of Edison's Academic Performance Index (API) by more than 175 points over the last decade, with growth for all groups of students. Our 2013 API — the last year for which an API is available — was 884. Scores have remained high under California's new accountability system with scores in English Language Arts and Math being among the strongest in the district, overall and for all groups of students. Edison has been awarded four Title I Academic Achievement Awards for exceeding achievement goals for all significant subgroups of students and has been awarded Honor Roll status from California Business for Educational Excellence from 2010-2016 as a high-achieving school that has narrowed achievement gaps.

Each year we strive to improve achievement for all groups of students and to narrow achievement gaps. We work to strengthen first teaching in English Language Development and English Language Arts and provide English Learner students with appropriate academic support services within the framework of the dual immersion program. We work toward the goal of having all Edison students — including English learners — be proficient or advanced in English language arts and math by the end of fifth grade. And as an immersion school, we also want our fifth graders to demonstrate proficient or advanced status in Spanish language arts. Our School Leadership Team is focusing on strengthening writing instruction for all students and working in Professional Learning Communities to collect and assess student work and use the information to develop targeted and more effective and vertically-articulated instructional practices. Other school goals detailed in our site plan include sustaining meaningful parental involvement and creating a safe and engaging school environment that emphasizes effort, builds self-esteem, and celebrates multiculturalism.

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	95
Grade 1	72
Grade 2	66
Grade 3	68
Grade 4	67
Grade 5	71
Total Enrollment	439

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.5
Asian	2.5
Filipino	0.2
Hispanic or Latino	61.3
White	31
Two or More Races	0.9
Socioeconomically Disadvantaged	42.1
English Learners	32.6
Students with Disabilities	10

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

Teacher Credentials for Santa Monica-Malibu	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 Edison Elementary School (also known as Edison Language Academy)

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* 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)

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance and Adelante (Spanish) Reading, adopted 6/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	McGraw-Hill Mis Matematicas K-5 (2013), adopted 3/5/2015 (English & Spanish) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt California Science - Spanish/K-5 (2007) , adopted 4/19/2007 **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt Reflections/ Gr. 5 (2006) Harcourt Reflections - Spanish/K-4 (2006) **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)
Pending

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	309: 4. CEILING IS LEAKING WHEN RAINS 310: 4. CEILING IS LEAKING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	113: 7. CLOCK IS NOT KEEPING TIME
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	209: 9. FAUCET IS LEAKING GIRLS: 9. FAUCET RUNS TOO LONG
Safety: Fire Safety, Hazardous Materials	Good	210: 11. HAZARDOUS CHEMICALS IN REACH OF CHILDREN
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	202: 15. DOOR HAS FALLEN OFF HINGES
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	72	75	74	50	50
Math	71	59	61	61	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	16.9	32.4	42.3

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	206	206	100.00	71.84
Male	90	90	100.00	67.78
Female	116	116	100.00	75.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	151	151	100.00	66.89
White	38	38	100.00	92.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	60.58
English Learners	64	64	100.00	50.00
Students with Disabilities	35	35	100.00	42.86

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	206	206	100.00	58.74
Male	90	90	100.00	60.00
Female	116	116	100.00	57.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	151	151	100.00	52.32
White	38	38	100.00	78.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	40.38
English Learners	64	64	100.00	34.38
Students with Disabilities	35	35	100.00	25.71

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)

As a community dedicated to the informed involvement of all parents, Edison has developed a written parental involvement policy with input from parents. Input is gathered each year from parent groups, town hall meetings, and via an annual parent survey. The Edison Site Council is charged with reviewing input and revising policies as needed. As a school with a schoolwide Title I program, all our parents are Title I parents and we dedicate some of our Title I resources each year to helping parents be informed, equipped to support students, and able to participate as partners with the school. Because we are a school rich in diversity, Edison has developed a set of Guiding Principles to help all who work with parents, special events, or fundraising construct programs and events that are accessible and respectful to all parents. These Guiding Principles are shared with all PTA and ELAC Board Members and all Site Council Members and may also be found on our school web page.

Edison has developed a Family-School Communication Plan that is also detailed in the parent handbook. Parent concerns or questions and fostering strong family-school communication are very important to our school. We want to hear from parents and be helpful in directing parents to information may need or help resolve a problem. The plan details how to reach staff, how to schedule a meeting, times when teachers and administrative staff are available for meetings or consultations, and who to contact with various types of concerns. Each teacher shares the best ways for parents to contact him/her in welcoming letters and during Back to School Night. Teachers all have voicemail and e-mail and reserve time to answer parent questions and talk with families about concerns. The principal has also blocked out time each week in her schedule to address individual parent questions about schoolwide issues or concerns that remain after an initial discussion has been held with the classroom teacher. We try to schedule appointments during these hours both to provide ample opportunities for communication with parents and to reserve significant time for the principal to be in classrooms to observe instruction and assist students and staff members.

Our parent handbooks also details different Opportunities to Stay Informed, including: Back to School Nights and Open Houses, Chats with the Principal, Fall Conferences (and follow up conferences for students with Academic Improvement Plans), observations in classrooms, progress reports and report cards, regularly scheduled meetings of Edison parent groups, town hall meetings. the Edison and PTA Edison Amigos Web Sites, My School Anywhere (Room Reps use this program to email information to parents), Blackboard Connect (periodic dialers to phones), the weekly El Semanario school news letter, the Weekly PTA e-Blast, and monthly meetings of Edison parent Groups: PTA and ELAC and the Edison Site Council. When there are academic concerns about a student and a broader approach is needed, a parent, teacher or school specialist can convent the Edison Success Team. All parent communications are sent in Spanish and English and all parent meetings have translation available.

The school sponsor a Family Singing Circle (facilitated in Spanish) and facilitated Dialogue groups to help build community. We have a robust school volunteer program with approximately 250 trained and screened parent volunteers eligible to assist in classrooms, the library, special events, or field trips. Various parent education offerings are provided during the year, from the 7-week School Smarts Academy, to Reflective Parenting Groups in Spanish, workshops on how to support emerging and intermediate readers at home, and a workshop series on developing computer skills and support in accessing Edison's on-line learning programs at home.

Finally, as a Title I school, Edison also has a School-Parent-Student Compact detailing the responsibilities of each party.

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
Edison's Emergency Safety Plan is updated each year at the end of January and revisions for 2018-19 have recently been completed. The final plan each year is submitted to the district's Student Services director and to the Board of Education for approval. Each year the safety plan is reviewed by the Edison Safety Committee and the Edison Site Council, and plans and procedures are reviewed with all staff. Input is also solicited on strengths and weaknesses of the safety plan and safe schools work and training needs are discussed. Clipboards with emergency procedures and evacuation areas/routes are placed in each classroom and updated at the beginning of each school year. Emergency supplies in classrooms, offices, and the school's bin or earthquake supplies are reviewed and restocked as necessary each year. The safety plan includes evacuation routes and procedures, search and rescue teams, assembly areas, and a parent-student reunion station. Staff and students practice procedures and routines for fire and earthquake evacuation and lockdown/shelter in place on a regular basis.

Edison students learn on a campus that is safe and secure. Students are supervised in the morning beginning at 7:45 a.m. until classes begin at 8:15 a.m. (TK-2) and 8:30 a.m. (grades 3-5). Preschoolers are supervised by their parents until they are checked into their classroom at 8:45 am. All gates are locked by 8:35 a.m. and we maintain a locked campus during the day while school is in session and into the evening while child care is in session. All visitors must enter through the main office during the school day, where the purpose of their visit to campus is ascertained. If authorized to be on campus, they sign in, receive a visitor's badge, and state the purpose of their visit. After student dismissal, all gates are locked again at 3:15 p.m. For the protection of students in the after-school care, recreation, academic, and enrichment programs, the campus is only accessible via the front office. When the office closes at 4 p.m., a gate adjacent to the office equipped with a combination lock is accessible to parents who have children in child care or other afterschool programs on campus who are given only to parents of children in these programs.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
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)	.8
Other	.5

* 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	3		23	1	3		24		4	
1	24		3		23		3		24		3	
2	24		3		23		3		22		3	
3	24		3		23		3		23		3	
4	26		3		24		3		22		3	
5	24		3		25		3		24		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:
- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,859	$51,374
Mid-Range Teacher Salary	$74,444	$80,151
Highest Teacher Salary	$100,278	$100,143
Average Principal Salary (ES)	$124,840	$126,896
Average Principal Salary (MS)	$138,074	$133,668
Average Principal Salary (HS)	$150,077	$143,746
Superintendent Salary	$240,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

* 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	8103	757	7346	84481
District	N/A	N/A	$8,432	$82,621.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.8	2.2
School Site/ State	-2.2	2.9

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

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used to (at least partially):
- support Spanish/English reading intervention programs for students
- build a collection of materials for Social Emotional Learning, pay for a reading differentiation software, and support students to engage in online research/use of adaptive technology
- develop academic language of English Learners via additional intervention
- provide agendas/planners to upper grade students in order to facilitate classroom teachers help students set goals, organize materials, and communicate with families
- allow 5th grade students use of Brainology program to enforce ideas behind an effort based learning model
- provide Edible Garden supplies and curriculum development

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

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.