



# William W. Orr Elementary School

12130 South Jersey Ave • Norwalk, CA 90650 • (562) 868-7988 • Grades K-5

Rebecca Casillas, Principal

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

### Little Lake City School District

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### District Governing Board

Richard Martinez

**President**

Gabriel Jimenez

**Vice President**

Hilda Zamora

**Clerk**

Janet Rock

**Member**

Dora Sandoval

**Member**

### District Administration

William Crean, Ed.D.

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Sonya Cuellar

**Assistant Superintendent,  
Personnel Services**

Manuel Correa

**Assistant Superintendent, Business  
Services**

Monica Johnson

**Assistant Superintendent,  
Educational Services**

Lauren Hernandez

**Director, Educational Services**

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**Director, Nutrition Services**

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Khrystyne Tat

**Director, Fiscal Services**

Ignacio Mejia

**Director, Technology**

### School Description

#### Principal's Message

Welcome to William Orr Elementary School's annual School Accountability Report Card. On behalf of the William Orr staff, it gives me pleasure to share information with our parents and community about our school's instructional programs, academic achievement, materials, and facilities.

William Orr Elementary is located in Norwalk and has approximately 400 students attending transitional kindergarten through fifth grade. Most of our students will continue their education at Lakeside Middle School, also a part of Little Lake City School District. We are a community school, relying on parent, community, and local business support to ensure our students receive a top notch education and support services. Parent involvement is a priority at Orr as evidenced in our numerous opportunities for parents, including our Parent Teacher Organization (PTO), School Site Council (SSC), English Learners Advisory Committee (ELAC), and many other school events. Based on a 2018-2019 parent survey, 96% of our parents were satisfied with William Orr.

William Orr Elementary is committed to the belief that every student will learn. The mission of William Orr Elementary School as a learning community, in partnership with families, is to develop all children into responsible, academically prepared citizens through the efforts of a skilled staff implementing a rigorous curriculum, rich in the diversity of a constantly changing world. We strive to provide a positive learning environment that supports high expectations for student achievement and behavior. A balanced educational program is implemented, which recognizes the need for growth in academic, social, physical, and technological skills. At William Orr, we use evidence based teaching strategies to improve the reading, writing, and math skills of all students.

William Orr has been recognized numerous times both at the state and national level for academic excellence. In 2010, Orr was the first school within the Little Lake City School District to be recognized as a National Blue Ribbon School. Moreover, William Orr was also recognized in 2010 as a California Distinguished School and a Title 1 Achieving School. We have also been recognized as a California Business for Education Excellence Star School multiple times (2009, 2010, 2012, 2013, 2014, 2015, 2016, 2017, and 2018). In addition, William Orr was named a 2016 Gold Ribbon School and a Title I Academic Achieving School. Most recently, Orr was recognized by the California PBIS Coalition with a Silver Level Implementation Award for our fidelity in implementing Tier 1 of the PBIS framework in both 2018 and 2019. It is with great pride that Orr has accepted these recognitions and has continued to improve student achievement.

In our longstanding tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment annually in hopes that together we will continue to improve our effectiveness in educating our students and preparing them to become productive citizens.

Rebecca Casillas, 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	71
Grade 2	68
Grade 3	57
Grade 4	52
Grade 5	63
<b>Total Enrollment</b>	<b>399</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	3.3
Hispanic or Latino	85.2
Native Hawaiian or Pacific Islander	0.5
White	3.5
Two or More Races	1.8
Socioeconomically Disadvantaged	73.2
English Learners	19.5
Students with Disabilities	16.5
Foster Youth	0.5
Homeless	7

## 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 William W. Orr	17-18	18-19	19-20
With Full Credential	17	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Little Lake City School	17-18	18-19	19-20
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at William W. Orr 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)

### 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	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-20014 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

William Orr Elementary School has 22 regular classrooms, 4 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was constructed in 1955. Additions were constructed in 2000. Our facilities are in good working condition and accommodate our student population. Our office building was completely restored following a fire. Outdoor lighting and wireless internet was placed throughout campus.

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.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are serviced and filters changed yearly.
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Exterior of campus is inspected and if needed treated for pest,vermin and gophers
<b>Electrical:</b> Electrical	Good	L.E.D. lighting was installed throughout exterior of campus.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All fire extinguishers are serviced yearly. All kitchen fire suppression systems are serviced every 6 months.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Upper grade playground replacement is needed.
<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	59	52	57	56	50	50
Math	45	38	43	43	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	14.3	23.8	3.2

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	161	160	99.38	51.88
Male	73	73	100.00	43.84
Female	88	87	98.86	58.62
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	140	99.29	51.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	128	99.22	48.44
English Learners	39	38	97.44	52.63
Students with Disabilities	14	14	100.00	21.43
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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	160	160	100.00	38.13
Male	73	73	100.00	42.47
Female	87	87	100.00	34.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	140	100.00	37.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	35.94
English Learners	38	38	100.00	34.21
Students with Disabilities	14	14	100.00	14.29
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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)

Parents and the community are very supportive of the education programs at William Orr Elementary School and we are always looking to increase parent participation.

Our 2018-2019 parent survey results demonstrate the community's satisfaction with William Orr Elementary. When asked if parents felt welcomed by staff when visiting the school, 97% of parents agreed. In regards to communication, 93% of parents felt adequately informed about their child's progress, and 94% reported good school-parent communication.

We have many ways you can get involved at William Orr.

1. Become a PTO member. PTO is responsible for many wonderful student programs at Orr. Some examples include transportation for field trips, our Spring Carnival, Muffins with Mom, Donuts with Dads, and 5th grade end of the year activities to name just a few. We are always looking for parents to join our PTO Board, chair a committee, or simply come and volunteer at some of our many events. Meetings are held monthly and are open to the public, so come and join in!
2. Other important parent groups are our School Site Council (SSC) and English Learners Advisory Committee (ELAC). These groups are comprised of school staff and parents. We meet as one unit a minimum of five times during the year to discuss important school policies and procedures as well as our School Plan for Student Achievement. All members are nominated and elected for a two year term, however, our meetings are always open to the public.
3. We offer different parent and community events throughout the year in an effort to educate our parents in ways that will help to increase student achievement and well being as well as to foster a positive relationship with our community. The topics/themes of these events change yearly depending on the needs of our community and students. Flyers and telephone notifications are sent home in advance to publicize these events. These events are made possible through Supplemental Concentration LCAP funds.
4. In conjunction with PTO, we also host a Coffee Club each month. This is a chance for parents to come and volunteer their time to help teachers prepare materials (i.e. stapling, cutting, etc.) for the classroom. It is also a chance for the community to get to know each other and for PTO to share upcoming events and news. As a sign of appreciation, snacks are provided by the school staff. Flyers are sent home in advance to publicize these dates.

For more information about getting involved in any of our programs at our school, please contact the school office at (562) 868-7988.

#### 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 principal, teachers, and supervisory staff monitor the school grounds before, during, and after school. We follow a closed campus policy at all times which requires all visitors to enter through the office, sign in, and obtain a visitor's pass before entering the campus. We have monthly fire drills as well as earthquake and lock down drills throughout the year.

We revise our School Safety Plan annually; it was last updated September 2019. The plan includes procedures for emergencies, entering and exiting the school, child-abuse reporting, sexual harassment policy, dress code, and school discipline. William Orr implements Positive Behavioral Interventions and Supports (PBIS) to reinforce student behavior and reduce school suspensions. School and community resources, such as our elementary counselor, Turning Point trainees, and a partnership with The Whole Child, allow us to support students emotionally and socially. Based on our 2018-2019 parent survey, 96% of parents agreed that the school-wide discipline policy was effective and 96% of parents acknowledged that the school provides a safe environment for students. Moreover, 92% of fifth grade students taking our Healthy Kids Survey reported that they feel safe at school.

Our School Safety Plan also includes information regarding our anti-bullying program. All school staff, both certificated and classified, have been trained in our "No Bully" program and students have been taught the definition of bullying, the difference between bullying and conflict, and strategies to stop bullying. William Orr's "No Bully" program includes four levels with the goal being to stop bullying at the lowest level of our program. At the first level, all staff and students have been trained to prevent and interrupt any instances of bullying that are observed. The second level includes a staff member checking in with the target and notifying a trained Solution Coach and the principal. In the third level, a Solution Team may be convened and/or progressive discipline may be implemented. Lastly, an Empathy Building Action Plan may be developed and implemented. Our anti-bullying program is included in detail on our school's website, [williamorr.ilcsd.net](http://williamorr.ilcsd.net).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.0	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	1.2
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.

##### 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	20	1	4		21	1	3		21	1	4	
1	24		1		26		1		25		1	
2	18	1	2		20	1	3		19	1	3	
3	24		3		23		2		17	2	1	
4	18	1	1		31		2		30		1	1
5	24	1	2	1	23	1	2		23	1	2	
Other**					26		1		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	8	8	8

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. A portion of our LCAP 7 funds are set aside to allow grade level teams to meet over the course of the school year to collaborate on English Language Arts and Math units of study, pacing guides, and assessments that would support student achievement and prepare students for the SBAC. Necessary supplementary materials and resources were identified and purchased to support the units of study. District coaches and TOSAs are available to provide assistance and support for teachers in the areas of ELA, math, science, and technology, including grade level specific professional development and vertical articulation in Math. In addition to multiple opportunities of professional development offered by the district (i.e. Integrated ELD, Thinking Maps, and ongoing training for our Student Achievement Leadership Team (SALT) and PBIS team). LCAP 7 also funds select teachers to attend outside professional conferences. Newly acquired knowledge and teaching strategies from these conferences are shared with staff at the school site. At the site level, professional development is conducted as needed through site staff meetings and data reflection sessions. In particular, in the 2019-2020 school year, staff were trained in close reading strategies, guided reading, and strategies to solve math application problems. In addition, every elementary teacher received two days of training on Next Generation Science Standards through UCLA Science Project funded by the district.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$49,378
Mid-Range Teacher Salary	\$75,004	\$77,190
Highest Teacher Salary	\$96,596	\$96,607
Average Principal Salary (ES)	\$105,540	\$122,074
Average Principal Salary (MS)	\$109,356	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$181,373	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	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	10,873	2,999	7,874	77,141
District	N/A	N/A	8,199	\$77,084.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.0	-0.4
School Site/ State	9.5	0.0

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

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

#### 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.