Dennis G. Earl Elementary

4091 North Olive Ave. • Turlock, CA 95382-7261 • (209) 634-1090 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Our school is a beautifully designed campus. It is named after Dennis G. Earl, a former Trustee of the Turlock Joint Elementary School Board, who died in 1985. It is designed to be a community-oriented campus where families enjoy recreational activities after school hours and on the weekends. Our multipurpose room is used extensively for a variety of community functions during the evenings and weekends. We have a closed circuit television program that broadcasts to every classroom each morning with the daily bulletin. We call this "Explorer vision".

There are three significant student populations according to our CBEDS information; English Learners, Hispanic and those students that are Socio-Economically Disadvantaged. According to our Language Census, there are 12 different languages spoken by our students. 25% of Earl's student population are English Language Learners while 42% are Hispanic. As a result, we have a rich cultural and linguistic diversity in our school community.

Earl's teachers continue to seek more effective ways to differentiate their curriculum and provide appropriate academic support for each individual child. At our monthly faculty, leadership and Professional Learning Community collaborative team meetings, teachers regularly discuss summative and formative assessment data, develop rubrics to measure student work, and plan intervention and enrichment supports to better meet the learning needs of the students. In addition, our Kindergarten teachers offer literacy support for struggling first grade students. Teachers also enlist the support of our district Instructional Coaches to observe lessons and provide feedback on how to improve their lesson delivery. We have a reading specialist and an English Language Development teacher on campus who provide strategic, intensive small group and one-on-one instruction to targeted students in reading and English language development.

We also maintain a close working relationship with our local University, California State University, Stanislaus, We have over 100 tutors, mentors, and observers come into our classrooms to provide support. We also host a number of student teachers each year in our TK-6 classrooms. In addition, several university methodology classes are taught on campus with the University students providing additional instructional and intervention support to our Earl students.

Earl School is proud to recognize and celebrate students' academic and social accomplishments. Our monthly Excellent Explorer Assemblies highlight students for a variety of personal strengths based on the character traits found in our Character Counts Program such as respect and responsibility. We also honor two Rotary Club Students of the month throughout the year. Children that are "caught in the act of doing something good" are also recognized. All students in grades 1-6 receive music instruction each week and our fifth and sixth grade students are encouraged to participate in our choir, band and orchestra music programs. Students are involved in groups and activities including Student Council (fifth and sixth grades) and the Student Safety Patrol (fifth and sixth grade). An after school play program, operated by the City of Turlock Recreation Department, is available to all children and is located in our multipurpose room. The program provides help for students with homework, activities, and a safe place for students to stay after school.

We have a dedicated and caring group of parents and volunteers. These wonderful people give countless hours of their time in classrooms and attend School Site Council and PTA functions.

The PTA supports teachers and programs throughout the school. They host different fundraisers throughout the year and put on a whole school spring carnival, all of these are aimed at raising funds to support student field trips and additional school projects. We appreciate our parents' commitment to our school and to their children's education.

We believe in the Turlock Unified Mission Statement which reads: The mission of the Turlock Unified School District, a premier progressive educational system, is to ensure all students graduate as self-motivated, responsible citizens equipped to compete successfully in an ever changing global society by delivering effective instruction that engages all students to reach their individual potential and highest achievements within a safe and caring student-centered environment in partnership with our families and diverse community.

The vision of Dennis G. Earl Elementary School is; we believe all Explorers will achieve at high levels within a safe, supportive, compassionate, and collaborative community.

Earl's Motto: Earl Students are….
Excellent Students, Awesome Citizens, Readers, and Learners for life!

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	129
Grade 1	113
Grade 2	134
Grade 3	104
Grade 4	119
Grade 5	133
Grade 6	141
Total Enrollment	873

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.7
Asian	8.7
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.7
White	41.2
Two or More Races	1.5
Socioeconomically Disadvantaged	57.5
English Learners	26.7
Students with Disabilities	10.8
Foster Youth	0.1

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 Dennis G. Earl	17-18	18-19	19-20
With Full Credential	41	40	41
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Turlock Unified School	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 Dennis G. Earl Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade TK: World of Wonders/2016-17; Grades K-5: Wonders/2016-17; Grade 6: SpringBoard/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Grades TK-6: Eureka Math/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Grades K-5: California Science/2008; Grade 6: Focus on California Earth Science/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0%
Health	**Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	**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)
An assessment was done in October 2019 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of Dennis Earl Elementary have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. In the summer of 2017 Dennis Earl received new fencing around the entire campus which directs all visitors to check in through a single access point in the office after the first bell rings. Cleanliness: Dennis Earl Elementary employs one full-time Lead Custodian who provides students and staff with a clean and safe school environment throughout the day. Our district additionally employs two full time night custodians who are responsible for cleaning all facilities on a daily basis. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Dennis Earl Elementary was constructed in 1997. A Security Fencing project was completed in the summer of 2017. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated October 15, 2019 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 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	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	42	46	44	45	50	50
Math	31	32	29	31	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	16.5	25.6	17.3

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	495	490	98.99	45.71
Male	296	293	98.99	45.39
Female	199	197	98.99	46.19
Black or African American	16	15	93.75	20.00
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	70.73
Hispanic or Latino	204	202	99.02	40.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	210	99.53	48.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	286	284	99.30	34.86
English Learners	175	173	98.86	35.26
Students with Disabilities	67	66	98.51	12.12
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 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	495	492	99.39	31.71
Male	296	294	99.32	32.65
Female	199	198	99.50	30.30
Black or African American	15	15	100.00	6.67
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	65.85
Hispanic or Latino	204	203	99.51	24.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	210	99.53	34.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	286	286	100.00	21.33
English Learners	175	174	99.43	23.56
Students with Disabilities	67	66	98.51	7.58
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Opportunities for parent involvement at Earl School include: School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Teacher Association (PTA), Superintendent's Parent Advisory Council, special evening or program events as well as opportunities for classroom volunteers. Those parents interested in any of the above mentioned parent involvement activities are encouraged to contact the Earl School office at (209) 634-1090 for additional information.

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
Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site on October 25,2018

1) Disaster procedures, routine and emergency
2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
3) Procedures to notify teachers of dangerous pupils pursuant to Section 49070
4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6

5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
7) A safe and orderly environment conducive to learning at school
8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
9) Assessment of the current status of school crime committed on school campuses and at school related functions
10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	3.1	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.2
Expulsions Rate	0.0	0.1	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	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	2.0

* 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	24		6		21	3	3		22	2	4	
1	24		4		22		6		23		5	
2	19	2	4		24		4		22		6	
3	24		5		21	1	5		22	1	4	
4	31		4		30		4		24	1	4	
5	29		4		32		3	1	31		4	
6	29	1		4	32		3	1	30	1		4
Other**	12	1			13	2						

*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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, technology, digital citizenship, best practices, PLC's and leadership. Multiple measures including CAASPP results, CELDT achievement data, common formative assessments, and data from site educational rounds were utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments.

Year one and year two teachers are enrolled in TUSD's Induction Program which is in the second year of implementation. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

Professional development and support has been provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Special Education; Instructional Best Practices; Guided Language Acquisition and Design (GLAD); Advanced Placement; Technology; Digital Citizenship, Small Group Instruction; and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has a network of nineteen content specialist instructional coaches that are utilized to support staff in classroom implementation as a follow up to all professional development events.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,441	$51,374
Mid-Range Teacher Salary	$75,300	$80,151
Highest Teacher Salary	$101,291	$100,143
Average Principal Salary (ES)	$133,615	$126,896
Average Principal Salary (MS)	$139,218	$133,668
Average Principal Salary (HS)	$145,118	$143,746
Superintendent Salary	$214,200	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	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	9,987	3,137	6,850	85,518
District	N/A	N/A	7,870	80,997
State	N/A	N/A	7,507	82,031

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.9	5.4
School Site/ State	-9.2	4.2

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

Turlock Unified School District utilizes a wide variety of services that are offered and available to support and assist students at Dennis Earl Elementary. Some of these include class-size reduction in grades TK-3, Supplemental Educational Services (SES), Mentor programs through the local University, summer school, and a variety of district Instructional Coaches.

Earl School offers additional supports for our English Learners (EL) which include small group instruction with the classroom, and an additional instructional paraprofessional dedicated to English Learners. We also have a Language Lab in which our newcomer students and beginning level EL students use a specialized computer program designed to support English language acquisition.

Earl School has a comprehensive school-wide social emotional program for students to access. This program is unique to Earl and is accessible to all students who need it. We believe that in addition to teaching the rigorous academic content standards that we focus on every day, we also need to focus on helping students with their social emotional learning skills. Social Emotional Skills are crucial pre-requisites for success in life (e.g., mastery of standards, positive peer relationships, and employment success).

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.