Tovashal Elementary School

23801 Saint Raphael • Murrieta, CA 92562 • (951) 696-1411 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Murrieta Valley Unified School District
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District Governing Board

Ken Dickson

Robin Crist

Paul Diffley

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Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

Tovashal Elementary School is a California Distinguished School that serves students in Transitional Kindergarten through Fifth grade. Our mission statement is to inspire every student to think, to learn, to achieve, and to care! Our vision is that Tovashal Elementary School provides a safe, motivating environment that creates productive, successful, lifelong learners. We believe in a community of mutual respect, integrity through honesty in our actions and words, treating each other with compassion, recognizing the value of each unique individual, accepting responsibility and being accountable for our actions, and open and ongoing communication to promote excellence in education. Staff, families, and our entire community partner together for the benefit of each child's education. Doing what is best for kids is what we strive for every day for all students.

We are proud of the clean, friendly, and warm learning environment that we provide for all students. Our unique campus boasts signs that promote positive character choices based on the six pillars of Character Counts: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Using Positive Behavior Intervention and Supports (PBIS) with Character Counts principals, Tovashal has a purposeful approach to teaching social skills.

Our Universal Expectations embed the character pillars and incorporate our mascot, Mr. Choppers, the Tigershark. Students are expected to be Terrific TigerSHARKS: Safety First, Harmony in the Halls, Attentive Listening, Right Place, Right Time, and Kind with words and actions. Our teachers are dedicated to working in professional learning communities that promote academic success for all students. We are committed to the motto of "Building Excellence One Student at a Time."

Kathy Dixon, Principal

Highlights & Achievements:

- Our school took part in the second year of the California Assessment of Student Performance and Progress (CASSPP) assessments. 53% of students in grades 3 – 5 met or exceeded standards in English Language arts, and 47% of students in grades 3 – 5 met or exceeded standards in Math.
- Tovashal is the first nationally recognized Red Ribbon Certified School in the State of California.
- Tovashal was selected by the Campaign for Business and Education Excellence as a 2015 Honor Roll School for raising student achievement and closing achievement gaps.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	133
Grade 1	97
Grade 2	114
Grade 3	106
Grade 4	158
Grade 5	141
Total Enrollment	749

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5.9
American Indian or Alaska Native	0.7
Asian	4.1
Filipino	1.6
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	0.7
White	47.4
Two or More Races	5.6
Socioeconomically Disadvantaged	32.8
English Learners	7.5
Students with Disabilities	12
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
Tovashal Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	31	33	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Murrieta Valley Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	781
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	26

Teacher Misassignments and Vacant Teacher Positions at this School			
Tovashal Elementary School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	98.3	1.7
High-Poverty Schools	98.8	1.2
Low-Poverty Schools	98.3	1.7

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Open Court Reading (SRA) Grades K-1 Adopted in 2003 Journeys (Houghton Mifflin) K-1 Adopted in 2013 Reading {Ca}: Medallion Edition (Houghton Mifflin) Grades 2-3 Adopted in 2009 Reading {Ca}: Medallion Edition (Houghton Mifflin) Grades 4-5 Adopted in 2010 READ 180 (Scholastic) Grades 4-5 Adopted in 2006 System 44 (Scholastic) Grades 3-5 Adopted in 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Go Math California (Houghton Mifflin) Grades K-5 Adopted in 2014 Math 180 (Scholastic) Adopted in 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science (Macmillan) Grades K-5 Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Tovashal Elementary School opened in 1999 as the sixth elementary school in the district. We have 37 classrooms, a multipurpose room, a computer lab, a library, administrative offices, a staff lounge, one kindergarten playground, and one playground for students in grades one through five. A preschool program and childcare facilities for students in all grades are available on campus. We have ample space for the number of students enrolled at the school.

The district's Maintenance, Grounds and Operational Services department provides the maintenance and cleaning services for our school. The principal works with the custodial staff to ensure a clean and safe campus. We address incidents of graffiti or vandalism as soon as they are discovered. We complete maintenance and safety inspections on a routine basis to keep the school in good repair and working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 27, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 27, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS for students with 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 Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	82	78	65	74	71	66	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	18.8	27.8	19.4

* 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.

2015-16 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	56	53	57	61	44	48
Math	45	47	42	46	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	146	144	98.6	64.6
Male	67	66	98.5	63.6
Female	79	78	98.7	65.4
Hispanic or Latino	60	59	98.3	49.2
White	69	68	98.6	72.1
Socioeconomically Disadvantaged	57	57	100.0	57.9
English Learners	11	11	100.0	36.4
Students with Disabilities	20	19	95.0	73.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	106	105	99.1	42.9
	4	160	159	99.4	60.4
	5	146	144	98.6	53.5
Male	3	53	53	100.0	34.0
	4	76	76	100.0	61.8
	5	67	66	98.5	37.9
Female	3	53	52	98.1	51.9
	4	84	83	98.8	59.0
	5	79	78	98.7	66.7
Black or African American	4	11	11	100.0	54.5
Hispanic or Latino	3	37	36	97.3	38.9
	4	43	43	100.0	51.2
	5	60	59	98.3	39.0
White	3	48	48	100.0	39.6
	4	88	87	98.9	64.4
	5	69	68	98.5	58.8
Socioeconomically Disadvantaged	3	41	41	100.0	29.3
	4	43	43	100.0	41.9
	5	57	57	100.0	36.8
English Learners	4	11	11	100.0	36.4
	5	11	11	100.0	27.3
Students with Disabilities	3	20	20	100.0	15.0
	4	18	18	100.0	33.3
	5	20	19	95.0	21.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	106	105	99.1	44.8
	4	160	159	99.4	49.7
	5	146	144	98.6	45.1
Male	3	53	53	100.0	41.5
	4	76	76	100.0	55.3
	5	67	66	98.5	40.9
Female	3	53	52	98.1	48.1
	4	84	83	98.8	44.6
	5	79	78	98.7	48.7
Black or African American	4	11	11	100.0	18.2
Hispanic or Latino	3	37	36	97.3	36.1
	4	43	43	100.0	44.2
	5	60	59	98.3	37.3
White	3	48	48	100.0	43.8
	4	88	87	98.9	52.9
	5	69	68	98.5	50.0
Socioeconomically Disadvantaged	3	41	41	100.0	34.1
	4	43	43	100.0	39.5
	5	57	57	100.0	35.1
English Learners	4	11	11	100.0	27.3
	5	11	11	100.0	36.4
Students with Disabilities	3	20	20	100.0	15.0
	4	18	18	100.0	16.7
	5	20	19	95.0	5.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are welcome at school, and the school staff sincerely appreciates their support and participation. We invite parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October. We encourage parent and community involvement through PTA and School Site Council (SSC).

The PTA is actively involved in Red Ribbon Week, Reflections, assemblies, book fairs, family fun nights, spirit nights, as well as reward and incentive programs. In 2016-17 our PTA's focus, along with site administration and staff, is on promoting a family friendly school that engages and welcomes all parents. The School Site Council (SSC), which includes parents and staff members, decides how to allocate funding in ways that support school and district goals as well as the state-adopted curriculum. We also encourage parent volunteers to participate and assist in classrooms, and to chaperon field trips, including the overnight fifth grade science camp trip. Watchdogs provide additional support on the playground and intermural sports. To find out how you can volunteer at our school, please call the school office at (951) 696-1411. We welcome any type of volunteerism and are fortunate to have a PTA volunteer coordinator that can get you started! We encourage parents to support learning by monitoring attendance, homework completion, and home to school communication.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Student safety is a high priority at our school. Administrators, teachers, and playground aides monitor the campus, supervise the students, and ensure a safe learning environment. School Resource Officers are available to respond to the school if assistance is needed. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. Tovashal Elementary is a closed campus that is fully fenced.

Visitors and volunteers must sign in and out at the front office for permission to be on campus. The district holds monthly safety meetings and our SSC works on our safety plan and conducts an annual review. Goals included the school climate, people and programs, and physical environment. The plan is presented to all staff and parents, and we hold student behavior assemblies to address safety issues and behavior expectations.

Positive Behavior Intervention Supports (PBiS) will be a focus in 2016-17. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. The cameras help administrators deal with discipline issues and they help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. The Spriego reporting system allows parents and students to report problems such as bullying and safety concerns online.

Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. The school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the NIMS emergency system. At the district level we have a safety coordinator who leads the GRIP meetings.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.3	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.9	1.5	1.8
Expulsions Rate	0.1	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.4
Social Worker	0.0
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	33	17	29		8	1	1	0	1	2	0	2
1	29	23	26		0		3	4	4		0	
2	32	27	30		0		4	4	3		0	
3	30	24	31		0		5	4	5		0	
4	29	31	33		0		4	5	1		0	3
5	28	27	24	1	0	1	5	5	5		0	
Other	14	14		1	2			0			0	

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2015 – 2016 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,400	$45,092
Mid-Range Teacher Salary	$73,522	$71,627
Highest Teacher Salary	$100,255	$93,288
Average Principal Salary (ES)	$118,014	$115,631
Average Principal Salary (MS)	$124,589	$120,915
Average Principal Salary (HS)	$133,261	$132,029
Superintendent Salary	$192,400	$249,537
Percent of District Budget		
Teacher Salaries	44%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				Average Teacher Salary
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5720	923	4797	85697
District	♦	♦	6440	$82,264
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			-25.5	4.2
Percent Difference: School Site/ State			-15.5	13.0

* Cells with ♦ do not require data.

Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides an elementary counselor to our school approximately two and a half days a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.