



Seaside Middle School

999 Coe Ave. • Seaside, CA 93955 • (831) 899-7080 Ext 2799 • Grades 6-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Monterey Peninsula Unified School District

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**Chief of Communication and
Engagement**

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School Description

Seaside Middle School is a member of the New Tech Network and has embarked on transforming learning for all students through project based learning. By offering technology integrated Project Based Learning we are able to provide a 1:1 computing environment where laptop computers are utilized as a research and learning tool. Teachers focus on providing engaging projects centered on the Common Core Standards and connected to student's personal lives with real world applications. Students work in a collaborative learning environment to master each subject content and to improve their Communication, Aesthetics, Critical Thinking, Creativity and Collaboration skills.

The sixth grade academy provides a highly supportive program in the first year of middle school. The sixth grade academy follows a separate bell schedule from the seventh and eighth grades, providing these students with their own break, recess, and lunch time. Students have only two core teachers, one for English language arts and social science, and one for math and science. With fewer student contacts and a common prep period, teachers can work together to meet individual students' needs. Classrooms are grouped together and follow the same block schedule. This permits more flexibility for classes to differentiate group strategies according to student need.

Students are introduced to a college going culture at Seaside Middle School. We believe that every student should have a choice in their future, and that a good education provides them with the opportunity to make the best choice for themselves. Our AVID (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for college readiness. We adopted the Read 180 curriculum to meet the needs of the students who are performing below grade level. We are also fortunate to have Gaining Early Awareness to Undergraduate Programs (GEAR UP), which is able to provide college information to all of our students and their families.

Vision Statement

Together with community stakeholders, we at Seaside Middle School are focused on preparing students for college and careers through a student centered PBL approach. We aim to Inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	238
Grade 7	219
Grade 8	218
Total Enrollment	675

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	4.6
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	1.8
White	7.7
Two or More Races	4.7
Socioeconomically Disadvantaged	85.8
English Learners	35.1
Students with Disabilities	14.1
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			
Seaside Middle School	15-16	16-17	17-18
With Full Credential	35	33	34
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	3	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Seaside Middle School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Literature and Language Arts - Adopted 2010 Pearson, Reality Central - Adopted 2011 Kinsella, Strategic English - Adopted 2011 Scholastic Inc, Read 180 - Adopted 2013 Teacher-Developed Units of Study - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Carnegie Math Course 1 2014 Carnegie Math Course 2 2014 Carnegie Math Course 3 2014 Math 180 - Adopted 2015 Supplemented Teacher-Developed Units of Study - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McDougal Littell, Focus on Earth Science - Adopted 2007 McDougal Littell, Focus on Life Science - Adopted 2007 McDougal Littell, Focus on Physical Science - Adopted 2007 Stem Scopes - Adopted 2016 Textbooks and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McDougal-Littell, World History: Ancient Civilization - Adopted in 2006 McDougal-Littell, World History: Medieval and Early Modern Times - Adopted in 2006 McDougal-Littell, Creating America, A History of the U.S. - Adopted in 2006 TCI Supplemental - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit www.mpusd.net for details.

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: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some classrooms have minor paint chips on door; a few rooms or areas have exposed wire; some minor water stains on ceiling tiles; a few areas with older and aging carpet which cause waves and pose a tripping hazard; outlet cover missing; cabinet doors are splintering at base; dry rot on door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain rusted at base
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	26	24	40	38	48	48
Math	16	13	27	27	36	37

* 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	254	247	97.2	47.4
Male	132	127	96.2	48.0
Female	122	120	98.4	46.7
Black or African American	13	12	92.3	58.3
Filipino	16	15	93.8	86.7
Hispanic or Latino	186	184	98.9	42.4
White	22	19	86.4	52.6
Socioeconomically Disadvantaged	211	208	98.6	44.7
English Learners	56	54	96.4	16.7
Students with Disabilities	30	29	96.7	31.0

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	30	47	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.2	26	14

* 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.

**School Year 2016-17 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	705	668	94.75	23.68
Male	375	359	95.73	17.09
Female	330	309	93.64	31.37
Black or African American	39	34	87.18	32.35
American Indian or Alaska Native	--	--	--	--
Asian	21	16	76.19	43.75
Filipino	35	35	100	42.86
Hispanic or Latino	502	488	97.21	18.01
Native Hawaiian or Pacific Islander	12	12	100	50
White	59	49	83.05	42.86
Two or More Races	36	33	91.67	30.3
Socioeconomically Disadvantaged	600	578	96.33	18.85
English Learners	415	402	96.87	12.5
Students with Disabilities	96	95	98.96	3.16
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 2016-17 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	705	671	95.18	13.11
Male	375	362	96.53	9.67
Female	330	309	93.64	17.15
Black or African American	39	34	87.18	8.82
American Indian or Alaska Native	--	--	--	--
Asian	21	18	85.71	33.33
Filipino	35	35	100	37.14
Hispanic or Latino	502	491	97.81	8.76
Native Hawaiian or Pacific Islander	12	12	100	33.33
White	59	47	79.66	27.66
Two or More Races	36	33	91.67	18.18
Socioeconomically Disadvantaged	600	580	96.67	9.83
English Learners	415	409	98.55	4.65
Students with Disabilities	96	95	98.96	1.05
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

We provide many opportunities for parent involvement. On the School Site Council, parents help develop our school site plan and advise us on the best use of specific funding from the state. PTSA parents lead all fundraising efforts, helping us to accomplish many improvements. Parents of our English learners share their ideas to improve their children's academic program through our English Language Advisory Committee.

Parents volunteer their help for such extracurricular activities as sports, playground supervision, clubs, and school dances. Parents consistently come forward to chaperone dances, help in the office, provide treats for staff on special days, and develop International Days or Science Fair projects. New members and their talents are always needed and welcomed. Teachers welcome volunteers, especially for field trips and special projects. To find out more about how you can help, please contact our principal, Manuel Nunez at (831) 899-7080, ext 2799.

Parent University is a series of extraordinary classes and community events designed to support families in the creation of new learning possibilities in their children's lives. Decades of research shows that when families are involved in their child's education, children succeed academically. Classes include Math Support, a Family Literacy, Dance, Attendance/Truancy, Technology, financial aid and College Systems. Community events for the whole family are scheduled three times per year and include a focus on District resources and programs.

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 safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Our safety plan was last updated in October of 2017. This ensures that guidelines for fire, earthquake, and intruder alerts are established and current. The complete school safety plan is available by request in the office. We provide every staff member with a safety binder that outlines all the procedures for both students and staff. We hold earthquake, fire, and intruder drills throughout the year. We also hold unscheduled drills to ensure that both staff and students are able to react to any emergency situation. The safety team meets to discuss safety issues and to review the success of recent drills.

All of our staff are certified through training by ALICE (Alert, Lockdown, Inform, Counter, Evacuate) in order to provide preparation and a plan on how to more proactively handle the threat of an aggressive intruder or active shooter event.

Our school is a closed campus, with visitors required to check in and out in the office. Students are allowed on campus at 8 a.m. every morning, and are required to leave campus by 4 p.m, unless participating in afterschool activities. To increase security, cameras and a six-foot fencing was installed to enclose the offices, classrooms, food courtyard, and the basketball courts.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	12.8	13.7	10.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.0
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	396

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	22	27	7	17	8	9	9	7	5	1	5
Mathematics	27	22	25	5	9	5	7	13	9	7		3
Science	30	30	27	2	1	3	8	6	8	9	9	5
Social Science	28	29	33	3	2	2	7	7	6	8	6	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Seaside Middle believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. Our teachers actively participate in professional development in the new Common Core English Language Arts Standards, Integrated Math Standards, and the Next Generation Science Standards to provide effective classroom instruction focused on student achievement. Staff development is provided by both the District Educational Services department and via site department and faculty meetings. Staff members work collaboratively to determine the school's needs, and take direction from District and State requirements when establishing professional development goals for the school year. Teachers participate in on-going professional development via faculty and department meetings, as well as district level collaborative professional development workshops during the school year and in the summer. Professional development focus areas include Common Core instructional strategies, use of technology in the classroom, examining data to drive instruction, developing common assessments and pacing guides, differentiated instruction to meet the diverse needs of students, teaching in the collaborative classroom, AVID (Advancement Via Individual Determination) instructional strategies, English Language Learner strategies, and preparing students for the Smarter Balanced Assessments at the end of the year.

To better support our teachers, we have as Coach/Teacher lead that works closely with classroom teachers in the development of lesson plans that encompass the use of technology. We will incorporate campus/classroom visitations, observations, coaching and mentoring. Being part of the New Tech Network allows staff to participate in annual conferences and attend workshops offered by the Buck Institute.

Every individual has a 90 minute block of time per day to plan individually or to work with other department members for collaborative planning. Each week, approximately 3.5 hours of time is allotted for staff meeting time; this time is broken down in to full faculty planning for common goals, visions, and school wide concerns, grade level time, course level teams to work across all of our school sites, and time for teams and individuals to work towards meeting goals set forth on their PBL units.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,294	\$452	\$4,842	\$60,008
District	◆	◆	\$7,996	\$65,212
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-49.1	-8.3
Percent Difference: School Site/ State			-30.3	-21.5

* Cells with ◆ do not require data.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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.