



Agnes L. Smith Elementary School

770 17th Street • Huntington Beach, CA 92648 • (714) 536-1469 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Huntington Beach City School District

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District Governing Board

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**Assistant Superintendent
Administrative Services**

School Description

Vision - High Academic Achievement for All Students

Mission - The Relentless Pursuit of Learning

Smith Elementary School is located in the southern section of the City of Huntington Beach, three blocks from the Pacific Ocean. It was built in 1950 and was originally intended to be an extension of the current K - 8 school named, "Central School" as an overflow for their crowded campus. As the population of the surrounding neighborhood grew, Smith continued to add more classrooms to the campus. Around 1966, Smith became an elementary school and Central School became a junior high school. Smith is named after its first principal, Agnes L. Smith, an instructional leader, dedicated to helping students become life-long learners and productive citizens. Smith School is a learning community of 844 students in grades K - 5, 50 teachers and support staff, and a thriving extended family of parents and community members. The classrooms are equipped with Smartboards, document cameras and multiple computers. Our school is an inviting, safe, clean, attractive campus that provides an optimal learning environment and is an asset to our community. We are diligent in our pursuit of learning. Smith Surfers continually strive to be the very best as we Ride the Wave of Success.

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	115
Grade 1	152
Grade 2	131
Grade 3	175
Grade 4	135
Grade 5	136
Total Enrollment	844

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.7
Asian	5.3
Filipino	0.4
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.2
White	63.6
Two or More Races	6.9
Socioeconomically Disadvantaged	21.8
English Learners	4.6
Students with Disabilities	9.5
Foster Youth	0.2

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			
Agnes L. Smith Elementary School	14-15	15-16	16-17
With Full Credential	30	35	32.73
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	14-15	15-16	16-17
With Full Credential	♦	♦	276.98
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Agnes L. Smith Elementary	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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin - A Legacy of Literacy Adoption Year 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - History-Social Science Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Smith School was built at various times during the 1950's with portable classroom buildings added in the late 1980's through the 1990's. This site consists of an office area, library, multipurpose room, original 24 classrooms and 14 portable classrooms. The site also has a YMCA portable building used for before and after school child care.

The 17th street parking lot was expanded to provide more parking and improve safety in the student drop-off area. The new parking area includes some pervious pavement that reduces runoff of storm water, allowing water to soak into the ground naturally at the site.

This site has a solar array next to the multipurpose room to provide shade for lunch tables and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2016 included new concrete ramps on 2 portables, replacement of 2 drinking fountains, new thermostats in classrooms, new roofs on select portable classroom buildings, gutters on portable classrooms as needed, and ceiling fans in 3 classrooms.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 25, 2016				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	65	61	71	74	44	48
Math	63	65	64	67	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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	79	79	86	85	84	86	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	19.7	20.4	42.3

* 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	137	133	97.1	85.7
Male	86	85	98.8	88.2
Female	51	48	94.1	81.3
Hispanic or Latino	25	25	100.0	88.0
White	99	95	96.0	86.3
Socioeconomically Disadvantaged	37	36	97.3	83.3
Students with Disabilities	21	21	100.0	90.5

* 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	174	173	99.4	55.8
	4	139	138	99.3	65.7
	5	137	134	97.8	63.4
Male	3	92	92	100.0	49.5
	4	87	86	98.8	67.1
	5	86	86	100.0	58.1
Female	3	82	81	98.8	63.0
	4	52	52	100.0	63.5
	5	51	48	94.1	72.9
Hispanic or Latino	3	37	36	97.3	58.3
	4	28	28	100.0	46.4
	5	25	25	100.0	72.0
White	3	113	113	100.0	52.7
	4	90	89	98.9	69.7
	5	99	96	97.0	62.5
Two or More Races	4	11	11	100.0	60.0
Socioeconomically Disadvantaged	3	39	39	100.0	35.9
	4	29	29	100.0	62.1
	5	37	36	97.3	44.4
Students with Disabilities	3	13	13	100.0	
	4	21	21	100.0	28.6
	5	21	21	100.0	19.1

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	174	174	100.0	66.5
	4	139	138	99.3	73.7
	5	137	134	97.8	53.7
Male	3	92	92	100.0	65.9
	4	87	86	98.8	79.1
	5	86	86	100.0	51.2
Female	3	82	82	100.0	67.1
	4	52	52	100.0	64.7
	5	51	48	94.1	58.3
Hispanic or Latino	3	37	37	100.0	54.0
	4	28	28	100.0	50.0
	5	25	25	100.0	56.0
White	3	113	113	100.0	68.8
	4	90	89	98.9	81.8
	5	99	96	97.0	55.2
Two or More Races	4	11	11	100.0	54.5
Socioeconomically Disadvantaged	3	39	39	100.0	53.9
	4	29	29	100.0	65.5
	5	37	36	97.3	25.0
Students with Disabilities	3	13	13	100.0	8.3
	4	21	21	100.0	40.0
	5	21	21	100.0	28.6

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 and the community are very supportive of the educational programs at Smith School. The Smith School Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities, including: field trips, assemblies, book fairs, skating parties, Fibo Art, Art Reflections, and Family Art Nights. Smith is fortunate to have a large number of parents that volunteer their time working in the classroom to assist teachers and provide small group instruction. The school's programs have also been enriched by the generous contributions made by the following organizations: Huntington Beach Education Foundation, Rainbow Recycling, Barnes and Noble Booksellers, Huntington Harbor Philharmonic, Target, and Las Damas.

Many parents also participate in programs where their employers match donations to the school. The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants for technology and supplemental materials.

Parents are encouraged to be involved at Smith School by volunteering in the classroom, planning school PTA sponsored activities such as the Pumpkin Patch and Jog-a-thon and by joining one of the many PTA or school committees that enhance our school program. Parents can go to our PTA website at www.smithpta.org to learn how to get involved. Also, parents can serve on our School Site Council (SSC) or English Learner Advisory Committee (ELAC) by participating in our election process during the fall of each school year.

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

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in October of 2015.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Smith campus include replacement of roofing, installation of a new telephone system, and modernization of five classroom buildings. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provide the necessary funding for District wide modernization efforts. Smith School received an apportionment of \$5.3 million for its upgrades and modernization projects.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	0.5	0.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	2.4	2.7
Expulsions Rate	0.0	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	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	4	
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	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.8
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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	28	31	29				4	4	4			
1	31	31	29				4	4	5			
2	29	29	26			1	5	5	4			
3	32	31	29			1	3	4	5			
4	33	32	27			1	1	3	4	4	1	
5	29	27	27		1	1	5	4	4		1	
Other	4			1								

Professional Development provided for Teachers

All training and curriculum development at Smith School revolves around the Common Core State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the Every Child Succeeds Act (ESSA). Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation time lines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the 2015-2016 school year, three staff development days were held during the school year which involved curriculum based staff training for MacGraw Hill adopted Mathematics Curriculum, ST Math and Extending Children's Mathematics, Common Core Standards and data analysis through Professional Learning Communities.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Smith School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts in the area of staff development. Recent topics included the Accelerated Reader program for increasing reading comprehension, Thinking Maps, Rebecca Sitton Word Study Skills and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments in grades K-5. Smith staff has also focused on improving math instruction. Staff development has been provided in Cognitively Guided Instruction (CGI), in grades kindergarten, first, and second. Staff development in Extending Children's Mathematics has been provided in third, fourth and fifth grade. Staff development continued on this topic for grades three and five in the 2015-2016 school year. All staff has participated in staff developmental for ST Math through the Mind Research Institute.

A portion of our school funding is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Professional Development Center. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$44,573
Mid-Range Teacher Salary	\$81,044	\$72,868
Highest Teacher Salary	\$98,852	\$92,972
Average Principal Salary (ES)	\$119,970	\$116,229
Average Principal Salary (MS)	\$122,537	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$206,525	\$201,784
Percent of District Budget		
Teacher Salaries	43%	39%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,024.21	\$510.37	\$4,513.85	\$87,969
District	♦	♦	\$1,917.62	\$84,118
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			135.4	4.6
Percent Difference: School Site/ State			-20.5	17.1

* Cells with ♦ do not require data.

Types of Services Funded

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

The Gifted and Talented Education (GATE) program at our school serves approximately 10-24 students per grade level for grades two through five. This program provides challenging instruction to students capable of achieving significantly beyond the level of their peers. GATE classes are taught by fully credentialed, GATE-trained teachers, who annually participate and attend GATE training and workshops sponsored by the California Association for the Gifted.

Title I funding plays a critical role in the education act, Every Child Succeeds Act (ESSA). Title I is federal money used to support additional staffing and programs to meet the needs of low income, low-achieving students and other designated students with special needs. Smith School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education standards. Information regarding Title I designation assists parents and the school community to understand the impact ESSA will have on Smith School. ESSA requires evaluation of student performance both school wide and by specific subgroups within the student population. Voyager Passport is an intervention program used for primary grade Title I students. Scholastic's Read 180 is an intervention program used with fourth and fifth grade students.

Smith School sponsors many supplemental activities and educational programs for our students and their families. We have purchased I-pads for use by our English language learners to provide additional access to our supplemental programs in addition to computer lab visits.

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.