



Mendota Junior High School

1258 East Belmont Ave. • Mendota, CA 93640-2049 • (559) 655-4301 • Grades 7-8

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



Mendota Unified School District

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District Governing Board

Jose Zavala
Lupe Flores
Jesus Zavala
Raul Varela
Diana Toscano
Isabel Maldonado
Adrian Perez

District Administration

Dr. Paul Lopez
Superintendent
Manuel Bautista
Director of Instructional Services
Jose Alcaide
Chief Financial Officer
Jose M. Ochoa
Director
State and Federal Programs

Glen Wall
Coordinator
Human Resources

Rodney Smith
Director of Special Education

School Description

Mendota Junior High School is in its ninth year of existence. Previously known as McCabe Junior High, Mendota Junior High will continue the tradition of hard work, high expectations, and rigor.

City of Mendota:

Mendota Junior High is located in the city of Mendota, which is located about 42 miles west of Fresno. Mendota is a rural community with a population of roughly 10,000. The city of Mendota is approximately 90% Hispanic with a great majority of those people working in the farmland that surrounds Mendota. Mendota has seen an unemployment rate of as high as 50% which in turn makes many of our students socioeconomically disadvantaged. The majority of our parents are Spanish speaking which equates to roughly 70% of our students English Learners from year to year.

Enrollment and Services:

Mendota Junior High has an enrollment of 428 students of which 97.4% are Hispanic and 56% of them are English Learners. We have a total of 22 teachers, one+ Counselor, one G.I.S., one Academic Coach and 5 instructional aides. We are a school wide Title I school and also count on State and Federal Title III Funds. We provide after school services through our FRESH after school program that is funded through the Fresno County Office of Education. This program provides a recreational, nutritional, and academic component. Some of the after school programs include cooking classes, gamers, and a mountain biking club. Our after school programs services about 250 students per day. Title III services are provided through a part-time teacher with students being registered a Title III class during the day to help support their Math and English classes. The Title III teacher uses System 44, Math 180, and Read 180 language acquisition computer programs to support language development. In 2014 the school received a \$150,000 three year grant to further implement the Read 180 program. We have fulfilled our 3 years and are now in the sustainability year of this of the Project Read Grant. After school academic tutoring is also provided through our Title III program. The Title III tutoring program is aimed at helping our newcomer students to transition into their core classes. Additionally, there are after school tutorial services provided by our teachers in all subjects.

During the school day students participate in seven classes; five core classes and two electives. Some students who are identified as students of need based on the previous years standardized tests are provided intervention classes for both Math and English in lieu of elective classes. These intervention classes supplement the core Math and English classroom and serve as pre-teaching and/or re-teaching services to students in need. The math intervention classes are structured back to back with their regular core math class. This enables teachers to provide more one on one time with individual students during the guided practice portion of the lessons. All EL students are also scheduled with an ELD classes. These ELD classes are scheduled depending on the student's CELDT level. Currently we have classes at levels 1,2, and 3. The ELD teacher coordinates with the core ELA teachers to develop lessons which reinforce skills learned in students core ELA class. As stated above, Title III classes are also scheduled for students who demonstrated a need in the are of Math and English.

Students are also serviced by a full time counselor that works with our students in their academics, social, and personal life. The focus of our counselor is to act as a guide and mentor to assist students meet the demands of a secondary school. The counselor is available to all the students and routinely makes home visits. They are charged with tracking the academic success of all our students as well as being a safe supportive adult for our students.

Goals:

The goal of Mendota Junior High is to create successful, lifelong learners, who will realize their full potential. We will implement classes with a focus on rigor, and higher level student tasks. We strive to teach and leading with enthusiasm, transmitting our passion for the subject we teach to our students. We will create a school environment which fosters positive academic achievement. We will provide opportunities for students to succeed academically, adapt socially, and mature. We will rejoice in their successes and teach them to learn from their failures, building confidence over time. Our teachers are fully committed to the vision of our school and the responsibility that we carry. We will hold each other to the highest standards and accept no excuses as we strive to meet these goals.

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
Grade 7	207
Grade 8	213
Total Enrollment	420

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0
White	1.9
Two or More Races	0
Socioeconomically Disadvantaged	99
English Learners	51
Students with Disabilities	4
Foster Youth	0

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			
Mendota Junior High School	14-15	15-16	16-17
With Full Credential	19.5	21	19
Without Full Credential	.5	0	3
Teaching Outside Subject Area of Competence	0	0	0
Mendota Unified School District	14-15	15-16	16-17
With Full Credential	◆	◆	123
Without Full Credential	◆	◆	23
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mendota Junior High 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	98.1	1.9
High-Poverty Schools	98.1	1.9
Low-Poverty Schools	0.0	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)

No insufficiency exists. Mendota Junior High School received a passing score when audited in August 2016 by the Williams Act Text Book auditors.

Textbooks and Instructional Materials

Year and month in which data were collected: 2016 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Language Arts - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math - 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt Life Science- 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Oxford University Press - -2009 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)

Based on our most recent William Facilities Audit the facilities are in exceptional condition. Our school is in its ninth year of existence. Future plans include a construction of a shade structure in the quad.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09/2016

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			Some Ceiling Lights out in MU Room. Girls locker room 2 ceiling lights out. (All these will be addressed by our Maintenance Department and fixed)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Hand dryer not working in Girls Restroom. Drinking fountain in area of rooms 301-307 low pressure. Kitchen sink not properly working. (All these will be addressed by our Maintenance Department and fixed)
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	17	25	22	33	44	48
Math	12	19	15	20	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	57	23	30	42	22	26	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
7	17.6	19	8.8

* 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	218	211	96.8	29.9
Male	93	88	94.6	30.7
Female	125	123	98.4	29.3
Hispanic or Latino	213	206	96.7	29.6
Socioeconomically Disadvantaged	212	206	97.2	30.1
English Learners	93	89	95.7	11.2
Students Receiving Migrant Education Services	18	18	100.0	16.7

* 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	7	212	199	93.9	24.6
	8	218	208	95.4	24.6
Male	7	119	112	94.1	16.1
	8	93	89	95.7	18.2
Female	7	93	87	93.5	35.6
	8	125	119	95.2	29.4
Hispanic or Latino	7	206	193	93.7	24.9
	8	213	206	96.7	24.9
Socioeconomically Disadvantaged	7	209	196	93.8	24.5
	8	212	203	95.8	23.6
English Learners	7	119	115	96.6	9.6
	8	93	87	93.5	4.7
Students with Disabilities	7	14	14	100.0	
Students Receiving Migrant Education Services	7	17	14	82.3	14.3
	8	18	15	83.3	

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	7	212	209	98.6	19.4
	8	212	209	98.6	19.4
Male	7	119	118	99.2	19.8
	8	119	118	99.2	19.8
Female	7	93	91	97.8	18.9
	8	93	91	97.8	18.9
Hispanic or Latino	7	206	203	98.5	19.0
	8	206	203	98.5	19.0
Socioeconomically Disadvantaged	7	209	206	98.6	19.2
	8	209	206	98.6	19.2
English Learners	7	119	119	100.0	8.4
	8	119	119	100.0	8.4

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
Students with Disabilities	7	14	14	100.0	
	8	14	14	100.0	
Students Receiving Migrant Education Services	7	17	17	100.0	17.6
	8	17	17	100.0	17.6

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)

School Based Activities

We have a variety of activities that involve parents in the education of their children. Some of these activities include School Site Council Meetings, English Learners Advisory Committee Meetings, FCOE Parent Educational Meetings, PIQE, Dinner Dance Committee meetings, Back to School Nights, Title I Meetings, MESA nights, and District English Learners Advisory Committee. Parents are also encouraged to volunteer during school hours in the office or in the classroom. In addition, parent-teacher conferences are scheduled after the 1st and 2nd quarters and parents are highly encouraged to attend. Conferences last all week from 1:40 to 4:40 each day. We are also planning on holding a Winter and Spring concert. All parents will be invited and we expect over 400 people to attend. Many of these activities will be announced through flyers sent home, Blackboard contacts, and personal phone calls.

Home Based Activities

Parents are expected to be involved with their children's education by providing a proper environment in which students can complete their homework. This environment along with the encouragement to complete work and act in a responsible manner allows for the students to experience a greater level of success in school. Parent Educational Meetings which focus on suggestions to create a beneficial educational setting at home take place throughout the year during many of the previously mentioned parent educational meetings.

Contact Information

Online grading information is provided through our student information system's online portal. Parents are able to view their child's grades and keep track of their assignments. Parents are given the URL a password and username that will allow them to access this portal at back to school night, during parent conferences, and at every opportunity. The portal is also available on the district website. Being able to monitor their child's grades in real time is a huge asset which can increase student achievement drastically.

A parent communication system (Blackboard Connect) is also in place at Mendota Junior High. This program allows us to make automated phone calls home to keep parents informed of school activities or to keep them informed of information concerning their child. Messages are sent both in Spanish and in English depending of the students language information. This system is not a substitute for personal phone calls, but it works well when general messages must get out quickly. Teachers have access to the Blackboard system as well. They often use it to contact parents for procedural or informational purposes. Teachers are required to make personal contacts with each parent for each student who may earn a failing grade each quarter.

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

The school safety plan is an all involving plan designed to help us get through an emergency situation. It involves teams of administrators, teachers, janitors, and instructional aides that are designed to communicate, locate, assist, and properly evacuate students in the event of an emergency. The main objective of this plan is to efficiently coordinate actions, structure a chain of command, and minimize possible risks in the event of an emergency. A detailed copy of our emergency plan is available upon request at our office. Currently, (2016-2017) this plan has been adopted and evaluated on a district level. Our current plan has been reviewed with teachers during the first week of school in August, and a test is conducted 3 times a year. Please contact our office if you have any further questions.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	8.0	7.3	9.3
Expulsions Rate	0.2	0.2	0.7
District	2013-14	2014-15	2015-16
Suspensions Rate	5.2	4.0	4.5
Expulsions Rate	0.2	0.2	0.2
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	2013-2014
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	42.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.17
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.17
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	425

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	23	27	10	8	2	20	18	14			
Mathematics	29	23	25	1	2	5	13	11	13	3		
Science	27	29	27	2		3	13	15	14	1		1
Social Science	27	27	25	2	4	5	15	17	13	2		

* 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

The main areas of focus for Mendota Junior High staff professional development are based on the four District Initiatives; Professional Learning committees, Best Practices, Instructional Rounds, and Response to Intervention 2. All professional development is conducted with the new Common Core State Standards in mind. There is also a EL component to all professional development workshops for Junior High teachers. Student assessment data, such as district benchmark exams, SBAC scores, Read 180/system 44 assessments, as well as student English language proficiency scores on the CELDT test determines the areas of focus when selecting professional development for Junior High teachers and the administrative team.

Professional development workshops are delivered in various ways. A district focus this year is District Level Professional Development is T4 Lesson Design. Three sessions of lesson planning and implementation have been scheduled for our Math Department as well as for our New Teachers. During these workshops teachers by subject matter from Mendota High School and Mendota Junior High School meet and design a lessons as well as Unit Plan. Following design they watch as the T4 coach delivers the lesson. Finally they meet to discuss the finer points of the lesson. They are expected to implement these strategies in their own classes throughout the year. Site level professional development takes place during regularly scheduled minimum days. Generally this professional development is lead by the administrative team, however teachers do take active leadership roles in instruction. Supplemental and non-restricted monies have been set aside for teachers to attend conferences of their choice with the understanding that these conferences must follow the districts initiatives.

Implementation of techniques learned during professional development workshops is monitored by various ways. First, the district has implemented Instructional Rounds. At Mendota Junior High we have undergone this process and implemented it on a smaller scale at our site. The principal and G.I.S. are also responsible to monitor implementation of professional development instructional techniques. This is accomplished through formal and informal observations throughout the school day. Teachers are provided immediate and specific feedback from these observations in the form of written coaching forms. In addition all first and second year teachers are involved in a teaching/coaching cohort lead by the Director of Common Core Implementation and his support staff. Junior High core teachers are also provided PLC days the first three Wednesdays of each month. During these days core teachers focus on implementation of district initiatives in their classroom from questioning techniques to higher level student tasks. These days are teacher lead, specifically focusing on collaboration, reflection, and planning.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,076	\$42,063
Mid-Range Teacher Salary	\$64,660	\$64,823
Highest Teacher Salary	\$73,789	\$84,821
Average Principal Salary (ES)	\$89,603	\$101,849
Average Principal Salary (MS)	\$81,399	\$107,678
Average Principal Salary (HS)	\$98,161	\$115,589
Superintendent Salary	\$175,000	\$169,152
Percent of District Budget		
Teacher Salaries	29%	35%
Administrative Salaries	5%	6%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,939.06	\$808.37	\$11,130.69	\$59,044.5
District	◆	◆	\$9,444	\$60,776
State	◆	◆	\$5,677	\$67,348
Percent Difference: School Site/District			17.9	-0.1
Percent Difference: School Site/ State			108.1	-9.5

* Cells with ◆ do not require data.

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

Types of Services Funded

Mendota Junior High provides students with multiple services to meet their academic and social needs. Academic needs are met with programs such as our FRESH after school program, after school tutoring, Title III intervention programs, MESA classes, a Guidance Instructional Specialist that organizes tutorial and intervention services, and an academic counselor. As for their social needs our sports programs allow students the opportunity to play a variety of sports for both girls and boys. An academic counselor also serves to help students with their social and personal needs. An effective incentive program that celebrates academic accomplishments is also an important part of our school.

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.