Camellia Basic Elementary School

6600 Cougar Drive • Sacramento, CA 95828 • (916)395-4520 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Sacramento City Unified School District
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School Description

Camellia Basic Elementary School is an academic prep school that develops excellence through emphasis on a strong foundation in mastering academic standards and good behavior. The Camellia Basic School community, staff, parents and students work as a team to build excellence in both academics and citizenship. Camellia offers two programs to meet the needs of our families: Basic and GATE Cluster. A major emphasis of the Basic School Program in grades 1-6 is the development of academic skills and good study habits. Students must meet admission criteria to be accepted to the lottery for the Basic Program. The overall goal of the school staff is to bring together the most successful traditional and new methods of instruction which emphasize academic skills and good study habits. Parental support at home contributes to children's success in this rigorous program. A collaborative relationship between parents and teachers creates ideal conditions for student learning and high levels of achievement.

Gifted and Talented Education (GATE) supports excellence through a program that specifically addresses the needs of gifted children. The program at Camellia combines GATE instructional strategies and curriculum with our Basic program. This instructional model provides basic skills instruction, enrichment, acceleration and in-depth learning experiences for the more academically able student. The goal of our staff is to provide engaging instruction with rigor and relevance to make our students prepared academically and socially for the challenges of tomorrow. Students develop lifelong skills by participating in art, music, physical education and the sciences. Camellia's school-wide class meeting model helps students become outstanding citizens learning ethics, problem solving strategies, communication skills, and conflict resolution.

The staff at Camellia Basic believes that cooperation between the home and school is essential to the success of students in our programs. To promote understanding and commitment to the goals of the program, a 3-way contract between the parent, student and teacher is implemented in grades 1st through 6th. The contract outlines important expectations for students, parents and staff.

When enrolling students in our Basic or GATE program, parents are encouraged to volunteer 40 hours of their time towards their student's education. Parents may help in many ways such as assisting in their child's classroom, helping during family fundraising events by our PTSO, making copies weekly for the teachers, and assisting in the office as needed.

Camellia Basic has a tradition of excellence.

In May 1997, Camellia was recognized as a "Magnet School of Merit" by the Magnet Schools of America Association. Only 42 schools nationwide were awarded this honor.

In 1999, 2003, 2006, 2007 and 2008 Camellia was recognized as an "Achieving School" by the Sacramento City Unified School District.

In 2000, 2001, and 2002 Camellia Basic was named an "Exemplary School" by the Sacramento City Unified School District. It is the highest honor a school can achieve from the SCUSD Board of Education.

In 2002 and 2006 Camellia Basic was recognized as a California Distinguished School. This honor is the highest recognition given by the California Board of Education.

In 2003, 2004, 2005, 2006, 2007, and 2008 California State Superintendent Jack O'Connell recognized Camellia Basic as a California Achieving School. This honor recognizes the highest performing schools in the state that receive Title 1 funding.

In 2003 and 2004, U. S. Secretary of Education Ron Payne recognized Camellia Basic as a National Achieving School. Only two schools in the state were recognized with this honor. This award recognizes the highest performing Title I schools in the state of California.

In 2003 and again in 2010 the U. S. Department of Education recognized Camellia Basic as a National Blue Ribbon School. In 2010 Camellia was one of only 21 schools in California to receive the honor.

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**
Kindergarten	80
Grade 1	69
Grade 2	59
Grade 3	60
Grade 4	60
Grade 5	59
Grade 6	70
Total Enrollment	457

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	6.8
American Indian or Alaska Native	0.2
Asian	57.1
Filipino	2.8
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	2.6
White	2.8
Two or More Races	4.8
Socioeconomically Disadvantaged	85.1
English Learners	29.5
Students with Disabilities	5.9
Foster Youth	0

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			
Camellia Basic Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	21	20	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Camellia Basic Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Reading, SRA Arts Reading/Language 2002 **Percent of students lacking their own assigned textbook:** 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, McMillian McGraw-Hill Science 2008 **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007 **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004 **Percent of students lacking their own assigned textbook:** 0%
Health	**Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1961. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 16 portables. 3 portables classrooms were constructed in 1997 for class size reduction. During the 2004 and 2005 modernization, renovations and upgrades were made in the following areas: health and safety, site interior, exterior, plumbing, HVAC and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/02/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Main Office: WO # 64003
Interior: Interior Surfaces	X			Classroom 14: WO # 61663 Classroom K-2: WO # 61437
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Classroom K-2: electrical outlet by cabnet not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom12: sink water needs to be ajusted
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**	Work orders made for all deficiencie & repairs made
	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 Test Results in Science for All Students					
Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	50	52	47	47	60	56

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.

2016-17 CAASPP Results for All Students					
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	47	54	39	39	48	48
Math	47	54	30	31	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.9	20.3	11.9

* 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	72	71	98.6	52.1
Male	34	34	100.0	47.1
Female	38	37	97.4	56.8
Asian	36	36	100.0	47.2
Hispanic or Latino	19	19	100.0	57.9
Socioeconomically Disadvantaged	58	57	98.3	49.1
English Learners	14	13	92.9	23.1

* 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 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	249	248	99.6	53.63
Male	112	111	99.11	48.65
Female	137	137	100	57.66
Black or African American	20	19	95	42.11
American Indian or Alaska Native	--	--	--	--
Asian	136	136	100	58.09
Filipino	--	--	--	--
Hispanic or Latino	62	62	100	51.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	14	100	28.57
Socioeconomically Disadvantaged	211	210	99.53	50.48
English Learners	106	106	100	50
Students with Disabilities	12	12	100	50

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	249	248	99.6	54.03
Male	112	111	99.11	57.66
Female	137	137	100	51.09
Black or African American	20	19	95	42.11
American Indian or Alaska Native	--	--	--	--
Asian	136	136	100	55.88
Filipino	--	--	--	--
Hispanic or Latino	62	62	100	51.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	14	100	50
Socioeconomically Disadvantaged	211	210	99.53	52.38
English Learners	106	106	100	54.72
Students with Disabilities	12	12	100	66.67

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)

Camellia Basic places a high value on family and community engagement. Parents commit to 40 hours of service to the school and have several opportunities to attend workshops that support their learning. We have an active parent support program at Camellia that creates a strong community bond with all of our families. Opportunities for parental involvement include the following items.
o P.T.S.O. Events
o Fathers on Campus Program
o School Site Council (SSC)
o English Learner Advisory Council (ELAC)
o Home Visit Program
o Family Enrichment Nights
o Art Night
o Science Fair
o Awards Ceremonies
o Open House BBQ
o Back to School Night
For more information, please contact the school office and speak with the principal (916) 395-4520.

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
Sacramento City Unified School District
Comprehensive Safe School Plan 2017-2018

Section 1………… Crisis Communication Flow
Section 2…………..Site Level Emergency Procedures:
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical Accident
(f) Severe Weather / Loss of Power (City of Sacramento)
Section 3…………Earthquake Emergency Procedures
Section 4……. …..Site Level Use of Schools as a Community Shelter **
Section 5…………District Policies Related to Safety and Missing Student Protocol:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Suicide Risk Assessment
(d) Missing Student Protocol
Section 6…………Bullying Policies and Procedures
Section 7…………Dangerous Student Notification / Email Notifications Made by IT Dept.
Section 8…………Wellness Plan
Section 9…………District Handbook
** To be determined by The American Red Cross and the Office of Emergency Services
Section 10……………Component I: Social Climate
Component II: Physical Climate/Campus
Section 11……………Site Level Incident Command System (ICS) roles and ICS Team
Section 12………… ...Site Level Communication Procedures
Section 12 (a)……….Emergency Phone Tree
Section 13……………Before and After School Programs - Coordinators and Contact   Numbers / Days and Hours of Operation on Campus
Section 14……………Site Level Safe Ingress & Egress Procedures and Route Maps

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2017 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	0.2	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	6.1	5.8	6.3
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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		52
Percent of Schools Currently in Program Improvement		73.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	0.0000
Other	0.2000
Average Number of Students per Staff Member	
Academic Counselor	0.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**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**
K	23	22	23	2	2	2	4	1	6			
1	25	20	28		3		2	1	2			
2	24	28	28				4	2	2			
3	29	20	20		2	3	2	2				
4	28	18	24		2		3	1	2			
5	31	24	28		1		2	1	3			
6	142	29	143				2	2	2	1	1	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,170	$47,808
Mid-Range Teacher Salary	$56,736	$73,555
Highest Teacher Salary	$93,113	$95,850
Average Principal Salary (ES)	$109,332	$120,448
Average Principal Salary (MS)	$111,735	$125,592
Average Principal Salary (HS)	$128,526	$138,175
Superintendent Salary	$290,000	$264,457
Percent of District Budget		
Teacher Salaries	29%	35%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	6,877	578	6,299	81,495
District	♦	♦	$5,744	$70,343
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			9.7	15.9
Percent Difference: School Site/ State			-4.2	2.9

* Cells with ♦ do not require data.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs

- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice
- ASES, an after school program

Please check with your child's principal to receive information regarding the services that are specific to your child's 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.