Matsuyama Elementary School

7680 Windbridge Drive • Sacramento, CA 95831 • 916.395.4650 • 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
5735 47th Avenue
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School Description
Mission Statement:

Growing Hearts, Growing Minds, Growing Leaders

School Description:

Matsuyama is a California Distinguished School located in the Pocket community and is home to 642 K-6th grade students. The school is richly diverse and is reflective of the socio-economic and ethnic diversity of Sacramento City Unified School District. Matsuyama is a high performing school and provides GATE services to qualified students. The school has a rich history of parent involvement and has a high rate of parent volunteerism. The school prides itself on a rich after-school program that includes robotics, drum line, band and orchestra, art, science, chess, early engineers, and dance classes.

Matsuyama has a strong emphasis on social emotional learning. The foundation of that philosophy is the "Leader in Me". All students and staff practice the 7 habits of leaders and focus on building strong leadership skills.

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	73
Grade 1	93
Grade 2	93
Grade 3	92
Grade 4	90
Grade 5	88
Grade 6	105
Total Enrollment	634

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.4
American Indian or Alaska Native	0.3
Asian	20.5
Filipino	6
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1.1
White	15.6
Two or More Races	13.6
Socioeconomically Disadvantaged	40.9
English Learners	9.5
Students with Disabilities	10.7
Foster Youth	0.2

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			
Matsuyama Elementary School	15-16	16-17	17-18
With Full Credential	27	24	22
Without Full Credential	0	1	3
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			
Matsuyama Elementary 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	1

* "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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, McMillian McGraw-Hill Science 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Health	**The textbooks listed are from most recent adoption:** No **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 1993. This school has 3 permanent rooms which include a multipurpose room, a library, and an administrative building. The school also has 24 portables. 3 portables classrooms were constructed in 1997 for class size reduction.

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: 8/3/2017				
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		Front door blinds damaged and need replacement - WO #104022.Air vent fell off the ceiling and needs to be replaced - WO #104024."Door holder" screwed into the wall needs adjustmnt to hold door open - WO #104027."Door holder" screwed into the wall needs adjustmnt to hold door open - WO #104028.
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			Two (2) windows needs new blinds - WO #104026 Need blinds replaced - WO #104030. Need "door closer" adjusted or replaced - WO #104032.Rear window needs replacement (cracked from something hitting it) - WO #104033.Rear window difficult to turn - WO #104035.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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	76	79	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	51	56	39	39	48	48
Math	45	52	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	22.2	25.9	27.2

* 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	98	95	96.9	79.0
Male	40	38	95.0	73.7
Female	58	57	98.3	82.5
Black or African American	13	13	100.0	53.9
Asian	32	31	96.9	96.8
Hispanic or Latino	24	24	100.0	75.0
White	16	15	93.8	73.3
Socioeconomically Disadvantaged	44	43	97.7	60.5
Students with Disabilities	21	21	100.0	61.9

* 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	377	367	97.35	55.59
Male	179	173	96.65	47.4
Female	198	194	97.98	62.89
Black or African American	61	60	98.36	36.67
American Indian or Alaska Native	--	--	--	--
Asian	84	79	94.05	64.56
Filipino	17	17	100	76.47
Hispanic or Latino	104	103	99.04	46.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	64	96.97	65.63
Two or More Races	40	39	97.5	69.23
Socioeconomically Disadvantaged	159	156	98.11	39.1
English Learners	58	52	89.66	46.15
Students with Disabilities	65	64	98.46	23.44
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	377	368	97.61	51.63
Male	179	174	97.21	49.43
Female	198	194	97.98	53.61
Black or African American	61	60	98.36	33.33
American Indian or Alaska Native	--	--	--	--
Asian	84	80	95.24	68.75
Filipino	17	17	100	64.71
Hispanic or Latino	104	103	99.04	36.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	64	96.97	59.38
Two or More Races	40	39	97.5	66.67
Socioeconomically Disadvantaged	159	156	98.11	36.54
English Learners	58	53	91.38	49.06
Students with Disabilities	65	64	98.46	28.13
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)
Parent Participation is an integral part of the educational program at Matsuyama Elementary School. Parents are active participants in the decision making process via the School Site Council (SSC), the English Learner Advisory Council (ELAC), Gifted and Talented Education (GATE) Advisory Committee and the Parent Teacher Association (PTA). Under the current PTA President, Michelle Rubalcava, Matsuyama's PTA membership has soared to nearly 500 members. The Matsuyama PTA sponsors fundraisers such as the Family Dance, Harvest Festival, and Cherry Blossom Festival. The Matsuyama Mighty Men organization is a group of fathers that provide man-power for all school events and activities. The funds raised by the PTA support our Extended Day Enrichment Programs such as Band, Orchestra, Robotics, Baton, Chess, Mad Science, art classes, as well as classroom activities/materials and educational school-wide assemblies.

Parents are strongly encouraged to attend Back-To-School Night to meet their child's teacher, learn about the grade level Common Core Standards, the curriculum, classroom rules and procedures, and expectations for the school year. We encourage parents and the school community to attend the annual Harvest Festival, Cherry Blossom Festival, and other school community events. Open House is held each year in the spring. Parents, friends and family are invited to come and visit the school and classrooms to see student work proudly displayed. Parents, grandparents, aunts and uncles participate in a monthly "Lunch with a Leader" . The school recognizes that parents play an important role in motivating their children to succeed. Parents, adult family members, and community members are encouraged to be directly involved in learning at school. Volunteers spend countless hours assisting in the classroom, chaperoning on field trips, supervising students on the playground, mentoring in the classroom, etc.

Good communication with our families is important to us. Parents receive regular communication through the school newsletter the "Matsuyama Log", Infinite Campus messages on the telephone, classroom notes /newsletters, Facebook and a well-developed school website.

For more information, contact the following persons and phone numbers:

Michelle Rubalcava, Parent Teacher Association President   (916) 395-4650
Leilani Aguinaldo, School Site Council Chairperson   (916) 395-4650

Rosa Munoz, English Learner Advisory Council Chairperson   (916) 395-4650
Judy Montgomery, Principal   (916) 395-4650

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
Section 15……………….Site Level Family Reunification Plans
Section 15 (a)……….. Reunification Logs
Section 16……………(Confidential) Site Level Provisions for Students/Staff
With Special Needs
Section 16 (a)………..Site Evacuation for Persons With Special Needs
Section 17……………School Site Safety Committee Member List and Approval of CSSP
Section 18……………Staff / School Handbook
Section 19……………Site Map (Please Label Rooms)
Section 20……………OPTIONAL-Additional Site-Specific Safety Information

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	4.3	3.8	2.4
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		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)	0.4750
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0200
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0
Other	0.95
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	32	28	29				6	3	6			
1	29	28	28				3	1	3			
2	30	28	28				3	3	3			
3	31	27	25			1	3	3	3			
4	26	33	33	1	1		3	3			3	3
5	33	23	24		3	1		1	3	3	3	
6	165	33	165				3	3		1	3	4

* 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	5,992	680	5,312	84,558
District	♦	♦	$5,744	$70,343
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			-7.5	20.2
Percent Difference: School Site/ State			-19.2	6.7

* Cells with ♦ do not require data.

Types of Services Funded
Matsuyama Elementary School is proud of the following programs:

1. leader in Me
2. School-wide assemblies
3. Push-In and Pull-Out Intervention program
4. Extended Day Program consists of Reading and Math remediation at every grade level, ELD Tutorial Programs, and Enrichment Programs such as Drum Line, Orchestra, Band, Math, Engineering and Science Achievement (MESA), Math/Science Club, Art wise Directed Drawing, Writing Club, Backyard Art Academy, Gifted and Talented Education (GATE), Robotics, Chess, Early Engineers, Mad Science, and Coding.
7. Regular video conferences with our friends attending Sakura Elementary School in Matsuyama, Japan

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.