

Woodrow Wilson Elementary School

1300 Williams St. • San Leandro, CA 94577 • (510)618-4370 • Grades K-5

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<https://www.sanleandro.k12.ca.us/Domain/112>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Leandro Unified School District

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**Assistant Superintendent
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School Description

Principal's Message

Woodrow Wilson Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensure access for all of our student subgroups. Educators at Woodrow Wilson Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that includes an analysis of academic performance and language development to determine EL student program needs as well as other student subgroups needs. We believe that focused practices lead to stronger results! Our goal is to make continuous year to year growth for each individual student, so that all are prepared for middle school, high school, and beyond for college and career. Education requires teamwork. The Wilson staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site plan goals and objectives.

Woodrow Wilson School is made up of a rich and diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of Math and Reading Intervention support services. Support services are also offered in English Language Development instruction, Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also receive instruction in Music, Art, and Physical Education taught by Specialists.

The Woodrow Wilson staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th Grade) and 2:1 (Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on English Language Arts and Mathematics Common Core State Standards and Next Generation Science Standards as all students make progress toward mastery. Teachers at Woodrow Wilson Elementary School differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to achieve school goals through improving the academic performance of English learners students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

High standards, equity, and accountability are central to the vision for our community of learners at Woodrow Wilson Elementary School. We are determined to provide our students with life skills, tools, and knowledge to be successful life-long learners. We assure that our students can compete among the very brightest, best, and most creative individuals. In order for this to accomplish this, we are committed to building on our current successes, developing a collaborative pedagogy utilizing current, evidence-based practices that improve student achievement and recognizing the hard work and long road that is ahead of us with perseverance and motivation. We are optimistic in the simple truth that we know our students are capable, our teachers and staff are determined and our community is supportive.

Making our vision a reality means our continuing effort at creating a standards-based accountability system where every student is compared to a standard rather than each other, where every student is clear on what is expected of him or her, where every student is given multiple opportunities to learn and to show what they know in order to reach high rigorous standards, and where there is no achievement gap.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner associations.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	121
Grade 2	108
Grade 3	121
Grade 4	131
Grade 5	129
Total Enrollment	748

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.1
Asian	20.6
Filipino	11.2
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	1.2
White	4.9
Two or More Races	4.4
Socioeconomically Disadvantaged	72.3
English Learners	49.2
Students with Disabilities	8.8
Foster Youth	0.1
Homeless	0.7

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 for Woodrow Wilson Elementary School	17-18	18-19	19-20
With Full Credential	34	35	34.1
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	426.7
Without Full Credential	♦	♦	12.2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Woodrow Wilson Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on August 20, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2019 are illustrated in the chart.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders K-5 Adopted 2018 McGraw-Hill Maravillas K-2 Adopted 2018 McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math Adopted April 2016 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K- Learn and Work 1st - Time and Place 2nd- Then and Now 3rd - Our Communities 4th - Our California 5th - Our Nation Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Wilson Elementary School was originally constructed in 1947 and is currently comprised of 24 permanent classrooms, 14 portable classrooms, a library, a staff room, a multi-purpose room, a kitchen, and two playgrounds. Renovation of the library occurred during 2017.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/25/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Classroom 38 No heat in classroom
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Replaced missing fire extinguisher in the Multi-purpose room.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	In the front office there is a bench with loose slats.
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	46	38	42	50	50
Math	36	38	26	29	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.5	21.8	25.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	365	359	98.36	46.24
Male	183	179	97.81	44.13
Female	182	180	98.90	48.33
Black or African American	20	20	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	75	74	98.67	60.81
Filipino	36	36	100.00	47.22
Hispanic or Latino	189	184	97.35	41.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.00	33.33
Two or More Races	22	22	100.00	68.18
Socioeconomically Disadvantaged	274	271	98.91	44.65
English Learners	215	210	97.67	42.86
Students with Disabilities	36	33	91.67	18.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	365	361	98.90	37.67
Male	183	181	98.91	41.44
Female	182	180	98.90	33.89
Black or African American	20	20	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	75	75	100.00	57.33
Filipino	36	36	100.00	44.44
Hispanic or Latino	189	185	97.88	27.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.00	38.89
Two or More Races	22	22	100.00	54.55
Socioeconomically Disadvantaged	274	272	99.27	33.82
English Learners	215	212	98.60	33.02
Students with Disabilities	36	33	91.67	18.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Wilson is dedicated to engaging parents in a variety of ways. The Wilson staff believes in building engaging, collaborative partnerships with our families and community members. Staff members encourage parents/guardians to participate in and out of the classroom on an ongoing basis throughout the year. Kindergarten and TK teachers meet with parents prior to the start of the school year to welcome new families to our school. Staff communicates regularly with families through newsletters, phone calls, emails, auto-text programs, in-person meetings, and emails. Many staff utilizes teacher webpages and online outreach programs to connect with families. Parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the telephone system. Messages sent through the school's automated phone messaging system are multilingual. Parent volunteers are encouraged to work in classrooms around the school through our volunteer sign-up policies. Twice a month Coffee Chats with the Principal provide the open format to receive information and ask pertinent questions on an ongoing basis. Parents may participate in the Parent-Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), as well as a variety of volunteer activities. Parents and family members may volunteer to help with fundraising, school-wide events such as assemblies or Beautification Day, assistance within the classroom, support during recess and lunch, and other activities including working in our community garden.

Wilson Elementary School has several partnerships with local community organizations, including the Boys & Girls Club/ASES. Other partners include Kaiser Permanente, East Bay Agency for Children, Vision to Learn, Safe Routes to School, Safe Moves, Bike Mobile, and the Alameda County Office of Education Project Eat.

Family members who wish to participate in Wilson Elementary School's parent advisory committees, school activities, or become a volunteer may contact the main office at (510) 618-4370.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern at Wilson Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every winter by a committee of six individuals, including the principal, vice-principal, and SLTA representative. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The Wilson School Safety Plan was reviewed, discussed and updated during the 2018-2019 school year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check-in at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.0	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	5.6	5.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	.5

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	4		23		6		23		6	
1	27		4		27		4		24		5	
2	25	1	3		26		4		25		4	
3	26		5		26		5		25		5	
4	30		3		31		4		27	1	2	2
5	32		5		31		4		26	1	4	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development is delivered via a variety of means, including peer-to-peer mentoring, instructional coaching, teacher technology education consultants, site-based staff development opportunities, districtwide professional development, and off-site conferences at federal, state, and county levels. Peer-to-peer development opportunities include BTS (Beginning Teachers Support and Assessment) Support Providers, instructional coaches, and Professional Learning Community Collaboration time and training. Administration at site and district level provide and deliver staff development based on student and site needs. Professional development is provided in content areas, technological integration, socio-emotional learning, alignment with Common Core State Standards, English Language Development, Project Based Learning, special education, and in other areas designed to increase and improve student access, engagement, and achievement. Staff is able to receive training that is individualized, job-embedded, after school, during district-wide professional development days, via online learning platforms, and during release time. The district supports staff development through Professional Growth Days as well as grade-level specific training, including math and ELA/ELD framework training. Teachers are released each semester to plan by grade level for the upcoming based on student assessment data, Common Core standards, and curriculum. In order to select areas for staff development, factors including state and district assessment data, curriculum-based assessment, teacher feedback, community and family needs and input, English Language Learners, needs of students with disabilities, and state/federal standards are considered, among other essential data. Staff development is ongoing, reflective, globally and culturally relevant, and responsive to the needs of the students, staff, and school-wide community.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,314	\$49,084
Mid-Range Teacher Salary	\$84,662	\$76,091
Highest Teacher Salary	\$111,937	\$95,728
Average Principal Salary (ES)	\$132,635	\$118,990
Average Principal Salary (MS)	\$140,831	\$125,674
Average Principal Salary (HS)	\$163,207	\$137,589
Superintendent Salary	\$321,143	\$230,096

Percent of District Budget	District Amount	State Average for Districts in Same Category
Teacher Salaries	42%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,860.00	\$265.00	\$5,595.00	\$94,800.00
District	N/A	N/A	\$6,034.00	\$90,101.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.6	6.9
School Site/ State	-24.1	21.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.