



# Montevideo Elementary School

24071 Carrillo Drive • Mission Viejo CA, 92691 • (949) 586-8050 • Grades K-6

Mona Montgomery, Principal

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[https://www.saddlespace.org/fowlerj/welcometomontevideo/cms\\_page/view](https://www.saddlespace.org/fowlerj/welcometomontevideo/cms_page/view)

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



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
[www.svusd.org](http://www.svusd.org)

#### District Governing Board

Ginny Fay Aitkens  
Dolores Winchell  
Dennis Walsh  
Amanda Morrell  
Suzie R. Swartz

#### District Administration

Dr. Clint Harwick  
**Superintendent**

Dr. Terry Stanfill

#### **Assistant Superintendent, Human Resources**

Jeff Starr

#### **Assistant Superintendent, Business**

Laura Ott

#### **Assistant Superintendent, Educational Services**

Tammy Blakely

#### **Assistant to the Superintendent**

Dr. Rocky Murray

#### **Director, Secondary Education**

Liza Zielasko

#### **Director, Elementary Education**

Diane Clark

#### **Director, Special Education**

Scott Turner

#### **Director, SELPA**

Monique Yessian

#### **Director, Student Services**

### School Description

We are a diverse community of learners committed to becoming leaders of the 21st Century.

Montevideo Scholars are:

R - responsible  
O - Optimistic  
C - Courageous  
K - Kind

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	61
Grade 1	58
Grade 2	66
Grade 3	62
Grade 4	74
Grade 5	54
Grade 6	66
<b>Total Enrollment</b>	<b>441</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	7.3
Filipino	3.4
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.7
White	52.2
Two or More Races	10.4
Socioeconomically Disadvantaged	21.5
English Learners	11.8
Students with Disabilities	17
Foster Youth	0.7

## 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			
Montevideo Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	21	19	19
<b>Without Full Credential</b>	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Montevideo Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2016</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart &amp; Winston Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Montevideo dates from 1973. The school has permanent and portable structures plus a multipurpose room, a library/media center, a food-service area, administrative offices, and extensive athletic fields. We use two portables for childcare before and after school. Seven portable buildings house supporting programs and are used by our Special Day Classes for extra therapies and play. All class-size averages are within state and district guidelines. Montevideo underwent a partial remodel during the summer of 2007. The full remodel was completed in 2008 and was funded by state and local bond money.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 10-5-16					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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	51	55	61	65	44	48
Math	48	48	48	50	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	81	89	88	80	79	77	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.5	13.7	51

\* 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	56	56	100.0	87.5
Male	37	37	100.0	89.2
Female	19	19	100.0	84.2
Hispanic or Latino	14	14	100.0	85.7
White	28	28	100.0	89.3
Students with Disabilities	11	11	100.0	100.0

\* 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
<b>All Students</b>	<b>3</b>	62	62	100.0	48.4
	<b>4</b>	74	73	98.7	50.7
	<b>5</b>	56	56	100.0	64.3
	<b>6</b>	67	67	100.0	59.7
<b>Male</b>	<b>3</b>	40	40	100.0	45.0
	<b>4</b>	42	41	97.6	56.1
	<b>5</b>	37	37	100.0	56.8
	<b>6</b>	34	34	100.0	55.9
<b>Female</b>	<b>3</b>	22	22	100.0	54.5
	<b>4</b>	32	32	100.0	43.8
	<b>5</b>	19	19	100.0	79.0
	<b>6</b>	33	33	100.0	63.6
<b>Hispanic or Latino</b>	<b>3</b>	13	13	100.0	30.8
	<b>4</b>	26	26	100.0	42.3
	<b>5</b>	14	14	100.0	42.9
	<b>6</b>	19	19	100.0	42.1
<b>White</b>	<b>3</b>	34	34	100.0	50.0
	<b>4</b>	33	32	97.0	53.1
	<b>5</b>	28	28	100.0	67.9
	<b>6</b>	36	36	100.0	69.4
<b>Two or More Races</b>	<b>3</b>	12	12	100.0	66.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	13	13	100.0	30.8
	<b>4</b>	23	23	100.0	30.4
	<b>6</b>	16	16	100.0	18.8
<b>English Learners</b>	<b>4</b>	13	13	100.0	23.1
<b>Students with Disabilities</b>	<b>3</b>	11	11	100.0	
	<b>5</b>	11	11	100.0	9.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	62	62	100.0	46.8
	<b>4</b>	74	73	98.7	52.0
	<b>5</b>	56	56	100.0	37.5
	<b>6</b>	67	67	100.0	55.2
<b>Male</b>	<b>3</b>	40	40	100.0	40.0
	<b>4</b>	42	41	97.6	61.0
	<b>5</b>	37	37	100.0	35.1
	<b>6</b>	34	34	100.0	52.9
<b>Female</b>	<b>3</b>	22	22	100.0	59.1
	<b>4</b>	32	32	100.0	40.6
	<b>5</b>	19	19	100.0	42.1
	<b>6</b>	33	33	100.0	57.6
<b>Hispanic or Latino</b>	<b>3</b>	13	13	100.0	15.4
	<b>4</b>	26	26	100.0	42.3
	<b>5</b>	14	14	100.0	7.1
	<b>6</b>	19	19	100.0	42.1
<b>White</b>	<b>3</b>	34	34	100.0	58.8
	<b>4</b>	33	32	97.0	56.3
	<b>5</b>	28	28	100.0	42.9
	<b>6</b>	36	36	100.0	72.2
<b>Two or More Races</b>	<b>3</b>	12	12	100.0	50.0
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	13	13	100.0	15.4
	<b>4</b>	23	23	100.0	39.1
	<b>6</b>	16	16	100.0	18.8
<b>English Learners</b>	<b>4</b>	13	13	100.0	30.8
<b>Students with Disabilities</b>	<b>3</b>	11	11	100.0	9.1
	<b>5</b>	11	11	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parents on our School Site Council (SSC) help approve our school's annual plan and budget expenditures. Our PTA, which always welcomes new members, is active in providing educational and family-oriented activities for all students and their families. We also have an active volunteer program with participants who have been sharing their expertise with us for many years. Our staff welcomes parents into the classroom as volunteers. Parents are able to attend Coffee with the Principal at least four times a year. This is a casual atmosphere that allows for questions and answers to flow. Please contact your child's teacher or the Montevideo PTA president at (949) 586-8050 to find out how you can be involved in your child's school experience.

### 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

Our administration actively promotes a safe environment for all students and staff. We require visitors to sign in at the front office and wear identifying badges. All of our staff wear photo identification for added safety. Teaching staff and campus supervisors monitor playground, campus, and building safety. We train staff annually on our school Safety Plan and hold monthly safety drills. Almost all of the staff of Montevideo have been trained on all water, gas, and electric shut off procedures in case of a disaster. Our vision and our core values encourage respect, responsibility, kindness, and school pride. We also participate in the City of Mission Viejo Community of Character program. Students attend a school-rules assembly in the fall, and each family has access to a Student Handbook outlining school, district, and state policies. Our student news program M-Kids reinforces and reminds students to do the right thing within our two main school rules of Be Nice and Work Hard.

The school's comprehensive safety plan is reviewed each year by the safety/SSC committee with the input of our Safety Resource Officer. The school has implemented practices that the school site remain locked during the school day. The community is informed about safety procedures through the school website, handbook, and newsletters. The staff is taken through a yearly review of safety procedures.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
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
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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



Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	19	19	1	1	1	2	2	2			
1	21	19	19	1	1	1	2	2	2			
2	28	19	19		1	1	3	2	2			
3	30	28	28				2	3	3			
4	37	25	25					2	2	2		
5	31	25	25		1	1	2				2	2
6	26	25	25	1	1	1	3				2	2
Other	11	9	9	1	1	1						

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												
Mathematics												
Science												
Social Science												

\* 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

We collaborate within grade levels and across grade levels in efforts to improve student achievement and instructional practices at our school. The district offers a variety of trainings and resources for teachers to grow professionally and exchange ideas with peers at other sites. Summer seminars are available, and teachers are often released during the school day to attend trainings.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$45,092
Mid-Range Teacher Salary	\$73,082	\$71,627
Highest Teacher Salary	\$98,840	\$93,288
Average Principal Salary (ES)	\$119,997	\$115,631
Average Principal Salary (MS)	\$128,306	\$120,915
Average Principal Salary (HS)	\$136,764	\$132,029
Superintendent Salary	\$285,286	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4786.63	100.84	4685.79	72900.42
District	♦	♦	4685.79	\$80,136
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	-9.0
Percent Difference: School Site/ State			-17.5	-3.9

\* Cells with ♦ do not require data.

- \* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- \* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- \* Provide appropriate, current instructional materials.
- \* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- \* Support continued implementation of strategies for Designated and Integrated ELD.
- \* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- \* Expand Advancement Via Individual Determination (AVID).
- \* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- \* Expand Counseling Services.
- \* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

### **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.