



# Madison Elementary

2939 Mission Rd. • Stockton, CA 95204 • (209) 933-7240 • Grades K-8

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<http://www.stocktonusd.net/Madison>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Dr. Reyes Gauna

**Assistant Superintendent of  
Educational Support Services**

Craig Wells

**Assistant Superintendent of  
Human Resources**

Sonjhia Lowery

**Assistant Superintendent of  
Educational Services**

### School Description

Madison Elementary School is a standards-based learning community of students, staff, and families. Our goal is to provide a safe, nurturing environment. We hold high expectations for all learners' growth and development that will empower them to become respectful, responsible and productive citizens.

We provide our learners with access and the ability to utilize technology and to broaden their knowledge and understanding of the world around them. Our goal is to provide students with research based instruction to help them master the rigorous California content standards. Administration and staff work to develop strategies to assist all learners to be achievers. We believe in students being proficient in various forms of communication.

We are building a learning community for the success of all students and to strengthen the home connection. With positive understanding of our cultural diversity, we are providing students with guidance in how to demonstrate and produce positive characteristics. We are preparing our students to be both academically and emotionally responsible to become lifelong learners.

Madison knows that when parents and the school work together as a team, children grow academically, emotionally, and socially. Student achievement goes up, and everyone is proud of the type of education their children receive. Madison's door is open to ideas, suggestions, and assistance in making it a place where all feel welcome and are a part of their children's education. Please join us in making this the school you wish your child to have.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	63
Grade 1	70
Grade 2	82
Grade 3	93
Grade 4	78
Grade 5	91
Grade 6	74
Grade 7	78
Grade 8	55
<b>Total Enrollment</b>	<b>684</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.3
American Indian or Alaska Native	1.2
Asian	6.7
Filipino	1.6
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	0.6
White	10.1
Socioeconomically Disadvantaged	83.6
English Learners	18.7
Students with Disabilities	18.1
Foster Youth	0.4

## 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			
Madison Elementary	16-17	17-18	18-19
With Full Credential	27	29	32
Without Full Credential	7	5	6
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Madison Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	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 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 California Studies Weekly Adopted in 2017  6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

The main building of Madison School was originally built in 1950. Portable classrooms were added at various times to accommodate a growing enrollment. The school exterior was painted in 2008.

#### Maintenance and Repair

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.

#### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	M/P Boys R/R: entrance door and frame-paint, toilet paper dispensers rusted-replace all, interior walls-paint, partitions carved into-replace M/P Girls R/R: partitions carved into-replace, entrance door and frame-paint, small hallway and handrails-paint, small hallway north wall socket cover bent-replace Multipurpose / Kitchen: entrance and internal doors and frame-paint, interior walls -paint, basketball backboards-paint, Kitchen south wall behind milk cooler hole-patch and paint, kitchen storage room walls-paint RM-12: entrance door and frame-paint, cabinets-paint, north wall dumtar-repair RM-18: entrance door and frame-paint, cabinets-paint RM-25: entrance door and frame-paint, ceiling tile stain-replace, west countertop-repair and paint RM-8: entrance door and frame-paint, cabinets-paint, interior entrance door frame-plaster hole and paint West Boys R/R: ceiling paint peeling-repair and paint, partitions carved into-replace West Girls R/R: entrance door and frame-paint, kick down rubber tip-replace, partitions carved into-replace
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	M/P Girls R/R: partitions carved into-replace, entrance door and frame-paint, small hallway and handrails-paint, small hallway north wall socket cover bent-replace

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/3/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	M/P Boys R/R: entrance door and frame-paint, toilet paper dispensers rusted-replace all, interior walls-paint, partitions carved into-replace
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	M/P Boys R/R: entrance door and frame-paint, toilet paper dispensers rusted-replace all, interior walls-paint, partitions carved into-replace M/P Girls R/R: partitions carved into-replace, entrance door and frame-paint, small hallway and handrails-paint, small hallway north wall socket cover bent-replace Multipurpose / Kitchen: entrance and internal doors and frame-paint, internal walls -paint, basketball backboards-paint, Kitchen south wall behind milk cooler hole-patch and paint, kitchen storage room walls-paint RM-12: entrance door and frame-paint, cabinets-paint, north wall dumtar-repair RM-18: entrance door and frame-paint, cabinets-paint RM-25: entrance door and frame-paint, ceiling tile stain-replace, west countertop-repair and paint RM-8: entrance door and frame-paint, cabinets-paint, interior entrance door frame-plaster hole and paint West Boys R/R: ceiling paint peeling-repair and paint, partitions carved into-replace West Girls R/R: entrance door and frame-paint, kick down rubber tip-replace, partitions carved into-replace
<b>Overall Rating</b>	<b>Fair</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	13.0	19.0	26.0	28.0	48.0	50.0
Math	10.0	11.0	20.0	21.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.0	21.2	10.0
7	16.2	8.8	1.2

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	463	457	98.70	19.26
<b>Male</b>	244	240	98.36	13.75
<b>Female</b>	219	217	99.09	25.35
<b>Black or African American</b>	60	57	95.00	10.53
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	30	29	96.67	37.93
<b>Filipino</b>	12	12	100.00	41.67
<b>Hispanic or Latino</b>	294	294	100.00	18.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	41	39	95.12	12.82
<b>Two or More Races</b>	14	14	100.00	28.57
<b>Socioeconomically Disadvantaged</b>	383	379	98.96	17.94
<b>English Learners</b>	123	122	99.19	15.57
<b>Students with Disabilities</b>	71	70	98.59	8.57
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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
<b>All Students</b>	463	457	98.7	11.16
<b>Male</b>	244	240	98.36	11.25
<b>Female</b>	219	217	99.09	11.06
<b>Black or African American</b>	60	57	95	8.77
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	30	29	96.67	20.69
<b>Filipino</b>	12	12	100	33.33
<b>Hispanic or Latino</b>	294	294	100	9.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	41	39	95.12	10.26
<b>Two or More Races</b>	14	14	100	21.43
<b>Socioeconomically Disadvantaged</b>	383	379	98.96	10.03
<b>English Learners</b>	123	122	99.19	9.84
<b>Students with Disabilities</b>	71	70	98.59	4.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2018-19)

Madison School recognizes that parents and the community play an important role in the success and education of their students. Partnerships are established with community businesses and organizations to increase parent participation. Several opportunities and programs are offered to encourage parent involvement.

- After School Programs
- Counseling services when available
- English Language Parent Involvement Committee (ELPIC)
- English Language Learner instruction and support (ELD)
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTSA)
- School Site Council (SSC)

Madison believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office.

**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**

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management for Schools (REMS) Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Our safety plan is reviewed and updated every year in Aug. This year our plan was updated on Aug 20, 2016.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, security monitors, teachers, site administrators and school staff provide supervision for students before, during and after school. The playground is safe for all students. All visitors must sign in at the office, present photo identification and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	19.2	12.1	7.6
Expulsions Rate	0.1	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.75
Social Worker	0.12
Nurse	0.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.8
Other	1
Average Number of Students per Staff Member	
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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	17	23	20	3	1	3	3	6	4			
1	24	22	19	1	2	2	2	6	6			
2	19	25	21	2	1	2	4	4	5			
3	28	20	15	1	5	9	3	7	6			
4	21	26	22	2	2	1	3	6	6			
5	18	21	26	3	4	1	3	2	6		2	
6	16	22	15	2	1	6	2	6	4			
Other	5	12	14	2	4	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**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment to be implemented in spring of 2015. Data from the CAASPP is being analyzed and compared using the internal assessment system or measure called Measurement of Academic Process (MAP).

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2014-2015 and two are planned for 2015-2016. Additionally, onsite coaching is provided. For the 2016-2017 school year professional development is on a multi-tiered system of support. Additionally, there is a focus to ensure that new staff understand the complexities of the units of study and how to teach them. All staff is allotted 3 full days of professional development and support.

On-going teacher support is provided through site-based instructional coach, program specialist, instructional rounds, training and implantation of intervention programs, staff PLC collaboration meetings, data team meetings. Additional training is being provided by supporting staff where needed.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8633.97	3273.55	5360.42	69127.91
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-14.6	0.4
Percent Difference: School Site/ State			-20.3	-13.6

\* Cells with ◆ 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**

The following is a list of Federal and State funded programs that may be available to schools in the district:

Title I Helping Disadvantaged Students Meet Standards

Title I Homeless

Title I Migrant Education

Title II Improving Teacher Quality

Title III Limited English Proficient Students

Teacher Induction Program

Extended Day Programs

English Language Acquisition Program (ELAP)

**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.